Comprehensibility of Language in Primary Level Textbooks of Science, Social Science and Language

A Study

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Principal Investigator

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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FOREWORD

The textbook will continue to be an essential and useful aid in the teaching-learning process. In a country like India, where schools and students cannot easily afford various kinds of audio-visual aids, the textbook plays a pivotal role in the interaction between the teacher and the learner. In most cases, it may be the only tool in the hands of the teacher to impart knowledge and in the hands of the learner to acquire knowledge.

It is no doubt true that a large number of textbooks are produced in India every year. Most of the textbooks are often based on some rationale of the textbook writers. The guidelines given in the curriculum and syllabi may not be very precise and clear to be of help to the writer. There is generally lack of research input. There is a growing concern regarding the need for improving the quality of textbooks.

Comprehensibility of language used in the textbooks is an important factor which helps or hampers in conveying the message to the learner. If the language used for presentation in a textbook of thematic content is not understandable to the learner, then the whole effort of the textbook writer virtually goes waste. It has also been proved by a number of research studies conducted elsewhere that a child who is good at language, particularly the language used as medium of instruction, is also good in other subject areas. Understanding of concepts depends largely on one's proficiency in the language.

Unfortunately, neither any state nor any central agency has specified any language content to be used in the textbooks in linguistic terms. The result is that norms of linguistic competence of our children, existing as well as expected, are not known. It is essential to find out these norms in respect of children of different age groups and develop necessary tools for the purpose of measuring comprehensibility of language used in textbooks.

Curriculum is developed to achieve educational objectives. The realization of the educational objectives depends upon the quality of curriculum. Thus, curriculum implementation implies development of textual materials including textbooks. The comprehensibility of textual materials, other things remaining constant, is likely to determine the quality of curriculum implementation. It is with this view that the present study was undertaken to measure the comprehensibility of language used in textbooks prescribed for grade III in Rajasthan State and to establish norms and prepare tools against which this important area of textbooks can be evaluated. It is thus based on the need of the times as well as that of the experts working in the area of textbook improvement.

The field of the study of comprehensibility is new in India. Even abroad, test being used in measuring comprehensibility of language is only the "close" test. In the present investigation, some other tests of multiple choice type were also used. This was done considering that the close test suffered from some weaknesses.

Adopting a rigorous research model Dr. I. S. Sharma has produced this research report. My thanks are due to him. The findings of the present pilot study are quite encouraging. A further study in this area regarding the effect of psycho-social factors on the comprehensibility of language has been initiated by Dr. Sharma. The study reveals a large number of drawbacks which should be taken care of in future to improve the quality of textbooks. The procedure and tools for measuring comprehensibility of language used in this study can be used by any textbook writer or researcher or can be adapted according to the need and the resources available.

Dr K. Gopalan
Director
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PREFACE

In the teaching-learning process, teachers and pupils depend heavily on the textbook which acts as a guide for both. A textbook serves as a take off and landing ground for both the teacher and the pupil. In most of the cases, textbook is the only tool in the hands of the learner to acquire knowledge and the only tool in the hands of the teacher to impart and transfer knowledge to the learner in the classroom situation.

A large number of textbooks are prepared and produced every year in India. Truely speaking, most of these textbooks are often based on some rationale of the textbook writers.

The research input in the preparation of textbooks is insignificant. Consequently, no author is sure whether or not the language being used for the presentation of thematic content in the textbook would be comprehensible to the target group. If the language used in the textbook is not understandable to the learner, his learning is bound to suffer. Thus, comprehensibility of language used in the textbooks is an important factor which helps or hampers in conveying the message to the learner Thus, the present study was undertaken to see the textbook language comprehensibility.

The field of textbook language comprehensibility is new in India. This is really the first study in this field as far as the school textbooks are concerned. Therefore, for the completion of this report, I am really thankful to several authors, scholars, linguists and institutions.

I am extremely grateful to Dr. Shib K. Mitra, former Director, NCERT for providing valuable guidance from the very beginning till the completion of this project. He scanned through the report and the monographs, including Model of Language in Textbooks and appreciated the work done by the project team. I express my heartfelt gratitude to Dr. D.P. Pattanayak, Former Director, Central Institute of Indian Languages, Mysore for giving helpful suggestions from time to time. Thanks are due to Professor (Mrs.) Adarsh Khanna, the then Head of the Department, who always provided necessary guidance and encouragement to complete the project. Thanks are also due to Dr. M.S. Thirumalai and Dr. K V.V.L. Narasimharao from C.I.I L. Mysore, Dr. M.G. Chaturvedi and Dr. N.K. Jangira from NCERT for extending their help and cooperation in the process and finalization of this report.

Dr. B. Mukhopadhyay, Dr (Miss) Surendra Wadhwa, Mr. G.C. Upadhyay and Dr. (Mrs.) K.D. Singh who worked as Senior Project fellows on this project, deserve appreciation. Dr Mukhopadhyay deserves special thanks for helping in the construction of comprehensibility tests, preparation of statistical tables and writing the report. Thanks are also due to Shri Vishwa Mitter, Miss Kiran Pahwa, Miss Prem Lata Bhagat, Shri Mukhtiar Singh, Shri R B. Gupta and Shri Satish Chandra Baloni for providing secretarial assistance. I would also like to put on record the help and cooperation extended by the officers of the district education department, Jaipur. Headmaster/Headmistresses of the schools taken in the sample and the children who were given the tests of language comprehensibility. But of their cooperation the study would not have seen the light of the day

Meanwhile a study of the effect of Psycho-Social factors on textbook language comprehensibility has also been completed. The findings of these studies are quite encouraging and can be used by curriculum developers and textbook writers.

I.S. Sharma
Principal Investigator

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GANDHIJI'S TALISMAN

"I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test :

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it ? Will it restore him to a control over his own life and destiny ? In other words, will it lead to Swaraj for the hungry and spiritually starving millions ?

Then you will find your doubts and your self melting away."

M K Gandhi

CHAPTER I

Introduction

1.00 Background

FOR an effective and efficient teaching-learning, among other things, standard textbooks are essential. The role of the textbook in a teaching-learning situation becomes more significant when there is a dearth of adequately trained teachers. In a vast country like India, there is a great need of a number of standard textbooks for the implementation of the curriculum and for the communication of knowledge.

A number of textbooks are being produced every year. These textbooks are prepared on the basis of some rational thinking and on some assumptions of the textbook writers in the light of the syllabi prescribed for a particular subject in a particular grade. These textbooks are not based completely on proper research findings. Moreover, not much research has been conducted in this area in our country so far.

It is a well known fact that if the language of the textbook is not understandable to the students then the whole effort of the textbook writer will be in vain, whatever richness of the content he might include in the textbook. If the content is presented in the textbook through the language that is readily comprehensible to the learner, it will prove to be more beneficial for the students. The extent of the comprehensibility of language through which a content is expressed, is probably important as the content is to be conveyed and the main function of the language is communicability.

The syllabus and curriculum developed by NCERT and other State Departments of Education generally do not specify language content in linguistic terms. The norms of linguistic competence of our children, existing as well as expected, are also not known. Therefore, it is necessary to find out these norms to state the language content in linguistic terms and to develop necessary tools for the purpose of measuring comprehensibility of the language used in textbooks. This area of research on textbooks demands immediate attention. However, research in this direction is yet to be taken up seriously.

Some effort has been made by the NCERT to evaluate the textbooks through rational as well as empirical evaluation. But no work has been done on the comprehensibility of the language used in the textbooks. On the other hand, most of the textbook publishing agencies in foreign countries have their own research cells. A few research works have been done recently by different book publishing agencies and universities on the comprehensibility of language used in the textbooks at the school stage.

1.2 The Concept of Comprehensibility

The term comprehensibility of language has been defined by different educationists in different ways.

Before fifties, comprehensibility was considered merely as understanding. Comprehension of the text was defined as a type of educational test designed to measure the degree of understanding of material read. Warren (1934) defined comprehension of knowledge about an object, situation, event etc., and the term was considered synonymous to

understanding[1] During fifties a little shift is observed in the definition of the concept of comprehensibility. Comprehensibility is defined as "the state or quality of being comprehensible" (Funk, 1959).[2] Comprehensible is the adjective, which means capable of being comprehended or grasped by the mind of the learner. Bloom (1956) in his Taxonomy of Educational Objectives pointed out that the term "Comprehension" included those objectives, behaviours or responses which represent an understanding of the literal message contained in a communication.[3] This is one of the major contributions in framing the concept of comprehensibility and the same has been used by test makers till now.

A number of definitions of comprehensibility are available during nineteen sixties Among these, the definitions given by Gaddie (1961), Coulson et al. (1962), English and English (1965), Gove (1966), Monroe (1968), Meethan (1969) and Blishen (1969) are important. English and English (1965) defined comprehensibility as "the ease with which a complex object or verbal expression can be understood, while it depends on the person who is to understand, comprehensibility is conceived as a property of the object".[4] A reading text measures the respondent's ability to obtain information by reading a passage, the respondent usually being required to answer questions about its content. Blishen, in his definition, emphasized intelligent grasping of the situation at hand.[5] Philip Babcock Gove defined the term 'comprehened' as seeing the nature, significance, or meaning of; grasp mentally; attain to the knowledge of.[6] Reithman (1965), Lindsay (1961) and Posner (1965) observed that approaches to concept identification are moving towards an analysis of comprehension. The goal is to understand how stimuli are mapped into cognitive representations which allow the subject to go beyond the information explicity given in order to evaluate new statements. The ease of comprehension depends upon the initial structure and upon the transfer of situation

The deviation of the concept of comprehensibility was towards a more global characterization in nineteen sixties and a few important terminology like "ease at which", "intelligent grasping", "initial structure", "transfer situation" are added to describe the concept more clearly. For the construction of comprehensibility tests broader areas were covered and comprehensibility of textual maetrial was considered as ability to obtain information and reproduce through proper answering of the questions Bloom's contribution in the last decade affected the entire field of test construction Several test makers on comprehensibility of language, formulated and used their own working definition in this decade. For example, Mosberg and Shima (1969) have seen comprehension as a system of processes involving linguistic, psychological and perceptual events Bormuth (1969) mentioned comprehension skills as a set of generalized knowledge acquisition skills which permit people to acquire and exhibit information gained as a consequence of reading printed language[7]

If we analyse the definitions on comprehensibility of language during nineteen seventies, we will find an elevation towards the communication model. This became possible because of the enriched knowledge of instructional material and design which influenced a lot in changing the concept of comprehensibility. More clearly, the concept of comprehension started on viewing from input-output processing The main contributors in this decade are Hartmann and Stork (1973) and Wolman (1977).[8] In their view, "Comprehension" is constructive which involves prior knowledge, intentions, content, and task demands, in combination with input structure to control processing. Hartmann and Stork pointed out comprehension as one of the basic linguistic skills, consisting of the ability to listen and understand speech (aural comprehension) or to read and understand written language (visual comprehension)"[9]. Thus we see how the concept of comprehensibility has changed from simple understanding to input information processing through several stages. At present most of the test makers prefer to consider "Comprehension" as translation, interpretation and extrapolation while constructing tests on comprehensibility of language.

1.3 The Problem

Curriculum is framed to achieve the educational objectives by its proper implementation. The realization of the educational objectives depends

upon the quality of the curriculum. Curriculum implementation implies development of textual materials, including textbooks. The comprehensibility of textual material, other things remaining constant, is likely to determine the quality of curriculum implementation.

In our school system, by and large, textbook is the only instructional material in the hands of the teacher to implement the curriculum. The dependence of both students and teachers on the textbook, is too conspicuous. Needless to say, the quality of textbooks is destined to play a vital role in student learning and teaching-learning process as a whole. One of the major ingredients in the textbook, refers to its comprehensibility to the students.

The syllabus and curriculum developed by different State Departments of Education and NCERT, generally do not specify language content in linguistic terms, specially with reference to Indian languages, whether studied as first or second language. Similarly, norms of linguistic competence of our children, existing as well as expected, are not known. In such a situation it is not possible to say anything about the competency of the textual material as it is presented through language, i.e., the comprehensibility of the language used in presenting the textual material. It is not possible again to measure the comprehensibility of the language used in the textbooks against any established norms as no such norms are available so far.

The problem taken up for study here emerged out of the felt need of the experts working in the area of language education.

The presentational quality of the textual material is one of the important factors for the comprehensibility of the students. This presentational quality of the textual material is determined by a number of factors like, objectives to be fulfilled by the material, organization of the content, style of presentation including examples and illustrations.

Once the objectives are finalized and the message of the content to be communicated organized logically or psychologically, the medium of its communication comes into focus. The medium of communication refers to language, which carries the message. The presentation can be straight description or it can be punctuated by verbal or non-verbal examples. Another aspect of the medium of communication of the content refers to the style through which content is presented. The style can be viewed from different angles From the linguistic point of view it included the choice from among the various combinationary possibilities of the words, the phrases, the sentences, the paragraphs, sections, sub-sections and units. The type of style selected for communicating particular content—textual material, contributes to its comprehensibility to a great extent.

Hence, the problem emerged out of these is "A Study in the Comprehensibility of Language used in Science, Social Science and Language Textbooks at Primary Level."

Once the comprehensibility of the language used in the textbooks is known, it will be an easy task to establish the norms. The development of the necessary tools for measuring the comprehensibility of language used in the textbooks is the core of the above stated problem.

The comprehensibility of language as an area of research is relatively new in India. Several fragments of works are conducted abroad on different aspects of comprehensibility of language.

The comprehensibility of language used in textbooks should always be judged before accepting any textbook to achieve the curricular objectives. This is so because even the vast enriched content matter presented in a textbook will not do any good to the students, if its language, i.e., its communicability is not upto the reach of the students. The language ability of our children is not judged properly as there are no norms as such, that what should actually be.

Therefore, the present pilot study which aims at finding out norms and developing necessary tools for the purpose of measurement of comprehensibility of language used in textbooks, will help later to study the comprehensibility of language of any textbook. This present pilot study shows the guideline for preparing the tool for measurement of comprehensibility of language in any textbook. Although it is a pilot study, the norm of the linguistic ability of the children obtained as a product of this study can be well used for the textbooks of Science, Social Science and Language at grade

III in Rajasthan.

The linguistic analysis of the grade III textbooks and spoken and written vocabulary will again add some dimensions in the area of language research The comparative study will again highlight the commonness of the language used in the textbooks and the language spoken and written.

In the latter study the scope of the linguistic analysis will be further expanded by including supplementary readers prescribed for the respective grades. Once the linguistic analysis of textbooks and supplementary readers has been done and the significant linguistic features at the levels of lexicon, syntax and text have been isolated and identified, a test battery for testing linguistic competence may be developed. It may be tried not only on the class on which the features are based but also on a class following and preceeding it to establish the generalised norms.

1.4 The Definition of the Terms

The three important terms, viz., comprehensibility, language and textbooks should be defined for the understandability of the problem.

The term "Comprehensibility" has been defined by different experts in different times and in different ways. Among all those definitions mentioned earlier under 1.2, we prefer the definition by English and English given in 1965. They defined comprehensibility as "the ease with which a complex object or verbal expression can be understood; while it depends on the person who is to understand, comprehensibility is conceived as a property of the object".

For the facility of the present study the operational definition of comprehensibility is framed by the investigator in the following manner. Comprehensibility is a potential emerging from two sources, the learner and the learning material. From the learner's point of view, comprehensibility can be defined as the ability to process reading materials in a way that he can translate, interpret and extrapolate the content (textual material). From the view point of the textual material, comprehensibility can be defined as the quality of the presentation of the content (linguistic content) which leads the child to translate, interpret and extrapolate to understand the textual material with reasonable effort Since, this particular project is focussed on the comprehensibility of language used in the textbook, we will prefer the latter operational definition.

Language has been defined by various linguists and scholars. According to Carroll "a language is a structural system of arbitrary vocal sounds and sequences of sounds which is used or can be used, in inter-personal communication by an aggregation of human beings, and which rather exhaustively catalogues the things, events and processes in the human environment [10] Block and Trager define language as 'a system of arbitrary vocal symbols by means of which a society or group co-operates'.[11] Encyclopaedia Britannica states that "Language is the chief means of human communication. As conventionally defined language consists of vocal sounds to which meanings have been assigned by cultural convention; it is often supplemented by various gestures".[12] In the words of Halliday, "Language can be thought of as organised noise used in situations, actual situations, or in other words contextualised systematic sound".[13] The above definitions of language highlight the following properties or characteristics of language :

(a) Language is a means of communication.
(b) Language is a system of arbitrary vocal symbols.
(c) Language is always systematic.
(d) A language is spoken and understood in a specific group, class or community.

Keeping in view the above characteristics, the language can summarily be defined as a structured system of arbitrary vocal symbols by the means of which people of a speech community communicate with each other.

It is expected that the student would comprehend any instructional material including textbook either by reading it independently or with the help of a teacher. In our study, we have assumed the former one. This is an important factor while testing the comprehensibility of language used in textbooks. The comprehension of a text, in fact, implies the understanding of language used in the text which means understanding of the words, phrases, and sentences used in text and the content or subject matter. In school situation, the content is first conceived of as a curricular area which is

generally divided into different inter-related units. Each unit is, then, further divided into various teaching units, i.e., lessons. Lessons generally consist of paragraphs which are composed of various inter-related sentences, phrases and words. Therefore the term "language" in our study includes the inter-sentential level, intra-sentential level and vocabulary.

Several definitions are available on textbooks. Webster's Dictionary defines, "A textbook is any manual of instruction, a book containing a presentation of the principles of the subject used as a basis of instruction". Encyclopaedia of Educational Research (Third Edition) describes, "In the modern sense, and, as commonly understood, the textbook is a learning instrument usually employed in schools and colleges to support a programme of instruction. In ordinary usage the textbook is printed, it is non-consumable, it is hardbound, it serves an avowed instructional purpose and it is placed in the hands of the learner". The Writer's Handbook for the Development of Educational Materials, says, "Textbook is the term for a book used in a course as the base around which the course is built".[14]

After analyzing the definitions of textbook, the following characteristics of a textbook are accepted for the present study :

(a) Textbook is an instructional aid or instructional material

(b) Textbook contains only selected material.

(c) Textbook material is given in a condensed form.

(d) Textbook follows a systematic organization of material.

(e) It is a base around which a course is built.

(f) Textbook material is in accordance with the needs and interests of learners.

(g) It is written in such a language that is comprehensible to the learners.

(h) Textbook facilitates learning.

(i) Textbook is a means to attainment of instructional objectives.

(j) Textbook is prescribed for a particular class and it relates to a particular subject.[15]

1.5 Objectives of the Study

The main objectives of the present pilot study are as follows :

1. To compare the vocabulary of the textbooks with the vocabulary used by the children in their spoken and written language.
2. To compare the structure and types of the sentences used in the textbooks with the structure and types of sentences used by the children in their spoken and written language.
3. To compare the vocabulary between rural and urban children.
4. To compare the different types of sentences used by the urban and rural children in their spoken and written language.
5. To prepare the tests for measuring the comprehensibility of language used in Science, Social Studies and Hindi textbooks.
6. To compare the comprehensibility of language used in the textbooks of Science, Social Studies and Hindi between urban and rural children.
7. To compare the comprehensibility of language used in Science, Social Studies and Hindi textbooks between boys and girls.
8. To see the inter-relationship of the comprehensibility of language used in Science, Social Studies and Hindi textbooks.
9. To establish the percentile norms of the comprehensibility of language used in the textbooks of Science, Social Studies and Hindi.
10. To see the inter-tests correlation among the three tests of comprehensibility of language used in the textbooks of Science, Social Studies and Hindi.

1.6 Hypotheses

The major variable studied in the present study is the comprehensibility of the language used in the textbooks of Science, Social Studies and Hindi in relation to rural and urban settings and sex. It is assumed that if the spoken and written language

of rural and urban children is used in textbooks, the textbooks might be more comprehensible to the children. Therefore, an analytical study of the relationship of the language of the textbooks with the spoken and written vocabulary of the urban and rural children is also considered

On the basis of the objectives of the study, the following major hypotheses are formulated :

1. A significant relationship exists in the use of sentences in textbooks used by urban and rural children in their spoken and written language
2. A significant relationship exists in parts of speech used in textbooks and used by children in spoken and written language.
3. A significant relationship exists in the comprehensibility of language used in the textbooks and the language used by rural and urban children.
4. A significant relationship exists in the comprehensibility of language used in the textbooks and the language used by boys and girls.
5. A significant relationship exists in the comprehensibility of language used in the textbooks of Science, Social Studies and Hindi.

Now the following experimental hypotheses emerged out of the major hypothesis number 1.

Hypothesis 1. a. That there is a significant difference in the use of sentences between spoken and written language of the children.

Hypothesis 1. b. That there is a significant difference in the sentences used in textbooks and used by the children in their spoken and written language.

Hypothesis 1. c. That there is a significant difference in the number of sentences used by rural and urban children in their spoken and written language.

The following experimental hypotheses emerged from the major hypothesis No. 2.

Hypothesis 2. a. That there is a significant difference in the use of parts of speech between urban and rural children in their language.

Hypothesis 2. b. That there is a significant difference in the parts of speech used in textbooks and used by the rural and urban children in their spoken and written language.

The following experimental hypotheses have emerged out of the hypothesis No. 3.

Hypothesis 3. a. That there is a significant difference in the comprehensibility of language used in the textbook of Science between rural and urban children.

Hypothesis 3 b. That there is a significant difference in the comprehensibility of language used in the textbook of Social Studies between rural and urban children.

Hypothesis 3. c. That there is a significant difference in the comprehensibility of language used in the textbook of Hindi between rural and urban children.

The following experimental hypotheses emerged out of the hypothesis No. 4.

Hypothesis 4. a That there is a significant difference in the comprehensibility of language used in the textbook of Science between boys and girls

Hypothesis 4. b. That there is a significant difference in the comprehensibility of language used in the textbook of Social Studies between boys and girls.

Hypothesis 4. c. That there is a significant difference in the comprehensibility of language used in the textbook of Hindi between boys and girls.

The following hypotheses have emerged out of the hypothesis No. 5.

Hypothesis 5 a. That there is a significant difference in the comprehensibility of language used in the textbooks of Science and Social Studies.

Hypothesis 5. b That there is a significant difference in the comprehensibility of language used in the textbooks of Science and Hindi

Hypothesis 5. c. That there is a significant difference in the comprehensibility of language used in the textbooks of Social Studies and Hindi.

For going deep into the problem several other hypotheses which emerged out of the administration of the comprehensibility tests have also been tested properly. They are as follows :

Hypothesis 6. a. That there is a significant difference in the comprehensibility of language used in Science textbook when the tests are administered

by the local teacher and administered by the project team in urban schools.

Hypothesis 6. b. That there is a significant difference in the comprehensibility of language used in Social Studies textbook when the tests are administered by the local teacher and administered by the project team in urban schools.

Hypothesis 6 c. That there is a significant difference in the comprehensibility of language used in Hindi textbook when the tests are administered by the local teacher and administered by the project team in rural schools.

Hypothesis 6. *d.* That there is a significant difference in the comprehensibility of language used in Social Studies textbook when the tests are administered by the local teacher and administered by the project team in rural schools.

Hypothesis 7. a. That there is a significant difference in the comprehensibility of vocabulary between Science and Social Studies textbooks in urban school when the tests are administered by the project team.

Hypothesis 7. b. That there is a significant difference in the comprehensibility of vocabulary between Science and Hindi textbooks in urban school when the tests are administered by the project team.

Hypothesis 7. c. That there is a significant difference in the comprehensibility of vocabulary between Social Studies and Hindi textbooks in urban school when the tests are administered by the project team.

Hypothesis 7. d. That there is a significant difference in the syntactic comprehensibility between Science and Social Studies textbooks in urban school when the tests are administered by the project team.

Hypothesis 7. e. That there is a significant difference in the syntactic comprehensibility between Science and Hindi textbooks in urban school when the tests are administered by the project team.

Hypothesis 7. f. That there is a significant difference in the syntactic comprehensibility between Social Studies and Hindi textbooks in urban school when the tests are administered by the project team.

Hypothesis 7 g. That there is a significant difference in the comprehensibility of concepts, ideas etc between Science and Social Studies textbooks in urban school when the tests are administered by the project team.

Hypothesis 7. h. That there is a significant difference in the comprehensibility of concepts, ideas, etc. between Science and Hindi textbooks in urban school when the tests are administered by the project team.

Hypothesis 7. i. That there is a significant difference in the comprehensibility of concepts, ideas, etc. between Social Studies and Hindi textbooks in urban school when the tests are administered by the project team.

Hypothesis 8. a. That there is a significant difference in the comprehensibility of vocabulary between Science and Social Studies textbooks in rural school when the tests are administered by the project team.

Hypothesis 8. b. That there is a significant difference in the comprehensibility of vocabulary between Science and Hindi textbooks in rural school when the tests are administered by the project team.

Hypothesis 8. c. That there is a significant difference in the comprehensibility of vocabulary between Social Studies and Hindi textbooks in rural school when the tests are administered by the project team.

Hypothesis 8. d. That there is a significant difference in the syntactic comprehensibility between Science and Social Studies textbooks in rural school when the tests are administered by the project team.

Hypothesis 8. e. That there is a significant difference in the syntactic comprehensibility between Science and Hindi textbooks in rural school when the tests are administered by the project team.

Hypothesis 8. f. That there is a significant difference in the syntactic comprehensibility between Social Studies and Hindi textbooks in rural school when the tests are administered by the project team.

Hypothesis 8. g. That there is a significant difference in the comprehensibility of concepts,

ideas etc. between Science and Social Studies textbooks in rural school when the tests are administered by the project team.

Hypothesis 8. h That there is a significant difference in the comprehensibility of concepts, ideas etc. between Science and Hindi textbooks in rural school, when the tests are administered by the project team

Hyothesis 8 i That there is a significant difference in the comprehensibility of concepts, ideas etc between Social Studies and Hindi textbooks in rural school when the tests are administered by the project team

1.7 The Assumption of the Study

The following assumptions are formulated for the purpose of the present study.

1. The language used in the textual material is a significant factor in the comprehensibility of the content.
2. The data on linguistic level of the child, if used properly by the writers, is likely to improve comprehensibility of the textual materials.

1.8 Significance of the Problem

Language may act as a barrier in learning and this problem had been dealt with by Speelveda (1975).[16] An extensive body of normative literature suggests that reading to young children enhance their language development and is related to reading success (Flood, 1977 Alano, 1977 Kail et al. 1977). Therefore, the language of the reading material in general should be placed well The research paper presented by Emans (1973) has thrown light on how oral language acquisition may be applied to teaching of reading.[17] Carroll and Freedle (1972) in their publication, "Language Comprehension and the Acquisition of Knowledge" discussed procedures for testing language. Some explanatory discussion like comprehension vs non-comprehension, degree of comprehension or comprehensibility have also been dealt with.[18] The paper "Syntactic Indexes and Student Writing Performance" by Dixon (1972) reported on research which investigates the extent to which quantifiable measurements on certain syntactic indexes account for syntactic variation in the written language performance of students at four grade level (4th, 8th, 12th and 16th).[19] Several other researches have also been cited in the second chapter which will show the importance of the area of research on comprehensibility of language.

The modern Indian languages taught in schools have not been linguistically analysed nor the basic vocabulary has been identified, keeping in view the use of the languages in question in different spheres of education, administration and social intercourse. The vocabulary studies conducted in India are mostly based on the language textbooks written without any linguistic analysis.

Therefore, such type of study which will show the pathway, that how to find out norms of linguistic ability of our children, how to measure comprehensibility of language used in textbooks, is immergent necessary in the field of education.

1.9 Delimitation of the Problem

The present study is a pilot study and the duration is only one year, therefore, several delimitations were taken into consideration.

In the primary section, only grade III was taken in the sample of the pilot study. The textbooks covered were Science, Social Studies and Language textbooks of grade III published by Rajasthan Board of Education in Hindi.

The sample of the children on whom the comprehensibility tests were administered was taken from Jaipur City and Villages of the same district.

For collection of spoken and written vocabulary 16 children were taken into consideration studying in grade III in the Jaipur district For this purpose four schools from rural and four schools from urban area were taken up. From each school two students of grade III were selected on random basis. The try-out sample covers 300 children of grade III in the Jaipur district, 150 from urban and 150 from rural area.

The final administration of tests is done on a sample of 500, 250 from rural and 250 from urban, from the Jaipur district.

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CHAPTER II

Background Studies

A LARGE number of textbooks are produced every year for all levels of school education in India and abroad. In India, these textbooks are not based on research findings. The comprehensibility of language used in these textbooks has not been assessed empirically. Some effort has been made by NCERT to evaluate the textbooks through rational as well as empirical evaluation but no noticiable work has been done in the area of comprehensibility of language used in textbooks at primary level in India, though its emergent need can not be ignored.

2.1 Studies Abroad

On the other hand almost all the book publishing agencies in foreign countries have their own research cells. A lot of research work has been done recently by different book publishing agencies and universities in these countries on different aspects of comprehensibility of language, i.e. reading, speaking, writing and listening. Several books and a few tests for measuring comprehensibility of language have also been developed in some countries.

During the second half of the nineteen fifties much work has been done in the field of reading comprehensibility. Main contributors in this phase are Schonell (1955), Burton (1956), Leedy (1956), Bond and Tinkner (1957). The works published by them relate to various factors of reading comprehensibility These included concept of reading, diagnostic tests of reading, language skills and language arts. We find one important test prepared by Maria Harst in 1958 known as Harst Reversal Test. This test measures reading difficulties, generally usable for the age 5 to 6. The items of the test included objects, geometric forms and letters [1]

Templin (1959), produced some research studies in a book entitled, "Certain Language Skills in Children". This study is related to the characterstics of language produced by the children of age group 3 to 8 years. The information regarding the relationships among the expression of language skills provided by this study is very helpful in understanding and handling children.[2]

Two important books titled "Learning to Read"[3] and "Studies in Linguistic Analysis"[4] were presented by Harrison and Firth in the year 1962. In the former one, the author of the book has thrown light on the procedure how a child prepares to read and the method of increasing his reading ability and developing attitude for reading.

We find the inclination of research and publication on reading, writing and communication during the year 1963 and 1964. Miller (1963) in his work presented various approaches to communication from psychological point of view. He considered that communication, if it is anything at all, is a social event. He tried to suggest the breadth of the spectrum of linguistic studies and discussed the various approaches using terms of a modern psychologist.[5]

Greene et al. (1963) cited a detailed description of the elementary school language curriculum, specific methods and techniques useful in developing and evaluating language skills in their work. They believed that the effective teaching of language in the elementary school rests upon a professional

approach resulting from the thoughtful consideration of basic educational issues, together with a thorough and specialized knowledge of the field of language. They stressed the view point that language is a tool of expression.[6] The book titled "The Psychology of Communication" written by Eisenson (1963) dealt with the same lines—the psychological aspects of communication in detail.[7] Burrows and his associates (1964) in their work addressed to persons who are concerned with teaching English composition in the elementary schools and who are eager to preserve children's normal creativity while assuring correct form in their written work [8] Mac Campbell in his book, "Reading in the Language Arts in the Elementary School", attempted to show that the language arts are those experiences, activities and learning skills which children develop through listening and speaking, reading and writing. The author in his work brought together selected articles and essays, concerned with the most important aspects of language arts instruction at the elementary school level [9]

During the same year Willis (1964) threw some light on "Expository Writing". His explanations on principles of expository writing are unique in character. According to him, expository writing is analytical, logical, not imaginative, bombardic, canning, intimate or fresh wheeling The word "exposition" comes from the same root as "expose" which means to uncover or make clear. Thus, basically expository writing is used to explain or analyse, to reason out or make clear.[10]

During 1965 one important book was produced by Fowles titled, "Teaching Language Composition and Literature". Here the author has suggested ways of developing reading, speaking and writing skills among the students. For this purpose the auther has used the practical knowledge of students and teachers.[11]

Two important tests in the area of comprehensibility of language are available during the year 1967-68. The name of the tests are Linguistic Reading Tests I and II, whose joint authors are Nicholar and Duncan. The variable taken into consideration was Linguistic Competency in decoding point of grades I and II.[12]

During the year 1969 we find the emphasis on tests construction rather than researches and publications. Watt and Benjamin (1969) prepared one important test entitled "Interpretation Test" by which semantic confusion in interpreting the meaning of ambiguous words can be measured. Of course, the reliability and validity of this test were not examined by others. Tayler 1969 reviewed the California Test Bureau Technical Report and produced Comprehensive Tests of Basic Skills. The purpose of these Comprehensive Tests of Basic Skills was to test the skills in four general areas The tests comprise of Reading Comprehension Tests and Language Tests [13]

The research paper titled "Measuring Language Problems and Attainments" appeared in English Language Teaching in 1970. The paper deals with two important tests which can be formed and conducted for measuring the problems and attainment of the pupil and the teacher's teaching method. The first test was administered to measure the pupils ability to recognize the correct sentences of the story and the second test to measure their ability to produce the correct structure in a skeletion form of a story. Analysis of these stories put for testing revealed the problem of mother tongue interference, new structural features and perhaps most important conceptual differences. The result of the test highlights that in teaching, understanding must be the first and fore most activity from any other. Basically, these tests assist the teacher to help his pupils more effectively [14]

In the same year Farr (1970) published his book "Measurement and Evaluation of Reading". This book describes procedures that should be useful to classroom teachers, reading specialists, and school administrators as they go about the important task of evaluating their student's reading performance and their school or class reading programmes[15].

Childers (1970) studied on"Listening Ability is a Modifiable Skill". His sample consisted of elementary pupils at third grade level. His purpose was to determine the extent to which listening ability is independent of measured intelligence. Listening ability was determined by administering the listening section of the Durell's Analysis of Reading Difficulty. It was concluded that listening ability is a modifiable skill which is less a function of intelligence, and more a function of learning as children progress through the middle

elementary and school grades. It was suggested that children benefitted significantly from a systematic application of materials and instructions designed to improve listening ability.[16] Crupta and Stern presented the paper titled "Comparative Effectiveness of Speaking vs. Listening in Improving Spoken Language of Disadvantaged Children" during the year 1970. Moir (1970) identified the linguistic factors related to style and meaning of the written language. The author of this paper dealt with the readability concepts, stylistic concepts, linguistic concepts and reading concepts along with research in language pattern.[17]

During the period 1970-71, Anderson devised "A Technique for Measuring Reading Comprehension and Readability" Through this technique the author tried to study the rationale of Cloze procedure as a measure of reading comprehension and readability and to find out the essential steps to construct a cloze test in terms of Gestalt principles of closure.[18]

We find three important books published during the year 1971. These are, "The Acquisition and Development of Language" by Wright, "The Language Arts in Childhood Education" by Burns, and "Teaching the Language Arts to Culturally Different Children" by Joyce and Banks. Wright (1971) dealt primarily with the experimental results of students under taken to examine the structure of children's comprehension and production of language In the recent research on language acquisition it has been hypothesized that the linguistic knowledge is what the child acquires over the developmental period. It has been further hypothesized that the structural description of the utterances produced, understood by children at various stages of development will describe this knowledge and lead to a better understanding of the relationships between the acquisition and developing physiological and psychological functions"[19]

The purpose of the book written by Burns was to suggest on exploratory approach to the study of language and its uses. The writer started this book with an introduction of the development of language arts teaching in the United States. Then he came to language of the children, nature and structure of the language with language arts experiences of various types. Kinds of grammar, procedures for teaching spelling and evaluation of spelling process, teaching and evaluation of writing ways to differentiate instrumentation for pupils of varying abilities are also given in detail. A separate chapter on evaluation of language learning is also added in this book. It includes teacher observation, textbook tests and teacher made tests. Other curriculum topics such as, textbooks, workbooks, curriculum guides, research in language arts are considered in the last chapter of the book.[20] Joyce and Banks in their book attempted to introduce the language problems faced by culturally different children and the teachers and academicians [21]

One research study has been produced by Smith and Goodman on "Psycholinguistic Method of Teaching Reading" in 1971. In this study the researchers have dealt with separately the psychological and linguistic areas of reading. Psycholinguistic analysis confirms that the key factors of reading lie in the child and his interaction with information providing adults rather than in the particular materials used.[22]

During the same year Steiner et al. (1971) published their study "Comprehension Training and Identification for Poor and Good Readers". The investigators analysed each subject under three categories, initial errors, corrected errors, and uncorrected errors. The study highlighted that good readers perform considerably better above poor reader in the identification process both in initial error rate and in final error rate. It was also concluded that good readers make more identification error when given comprehension training, with poor readers showing significant effects [23]

Morris (1971) in his research paper "Creative Reading" showed the importance of creative reading as an educational goal [24]

We find emphasis on research on comprehensibility of language towards the betterment of teaching of English language and teaching of reading during the year 1972.

Costanzo (1972) in an article titled "Language of the Six Year Old Child" considered various aspects of language The inter-relationship among various language skills were also considered. The author

opined that the knowledge of the development process of language learning is helpful for the teachers to understand the developmental process of the six year old's language acquision and to encourage his continuous growth in the basic language skills taught at the primary level.[25]

The publication by Hafner and Jolly (1972) titled, "Patterns of Teaching Reading in the Elementary School" is a source book which focuses on the problem of reading instruction and its impact on teacher who is trying to improve his skills.[26] Guszak (1972) wrote his book in the hope, for at least a partial solution to countless reading failures. The basic framework of his book provides an understanding of the most crucial decisions regarding reading instruction with flexibility. Some parts of the book can be read very quickly as they are needed in the future; other parts of the book may find immediate application, and still other parts may serve as a starting point for the development of new individualized approaches to the problem of reading instructions [27] Cazden (1972) published his book for researchers or teachers who desire to improve children's communicative skill. The author emphasized three points, namely, child language, child speech and educational practice. It starts with the nature of language creativity and rules, levels of structure, hierarchical structure and transformations. Acquisition of syntax, sound and meanings, the dimensions and processes of development are given in clear detail. Aspects of language the child hears, aspects of verbal interaction, correlation data on the influences of language the child hears, correlation data on the influence of verbal interactions, are also commented upon.[28]

The work by Newman (1972) "Effective Language Arts Practices in the Elementary School: Selected Readings" is again a rare source book of language arts The excerpts included in this book are taken from a variety of sources, including curriculum bulletins, conference proceedings, articles in journals and doctoral dissertations. In the beginning, an attempt has been made to discuss the different aspects of language and language learning such as developmental language patterns of children, linguistic principles and reading principles in the elementary schools, linguistics and language, the role of linguistics in the elementary school curriculum. Teaching English as a second language, oral communication, listening, vocabulary development and vocabulary acquisition skills are described in other chapters. Spelling and handwriting are also dealt with properly. Written communication and its evaluation, teaching children who have special needs, innovations, media and technology are the themes of last four chapters.[29] Schultz and Divesta in their study took 48 subjects for experimentation. The subjects were given three study—recall trials to learn three passages in which statements were organised by concept name, concept attributes. Half of the subjects in each group were permitted to take notes during the study periods while the remainder read the material without recourse to note taking.

The procedure for testing knowledge were discussed by Carroll and Freedle (1972) in their publication, "Language Comprehension and the Acquisition of Knowledge". Some explanatory discussions like comprehension Vs. non-comprehension, degree of comprehension or comprehensibility have also ben included.[30] Glick (1972) investigated the relationship between early failure in reading and subsequent change in (a) general and academic self concepts (b) attitude towards school (c) perceived parent behaviour and (d) classroom peer relationships.[31] Fox in his paper described developmental trend reflected in syntactic maturity as measured by the T—unit and vocabulary diversity in the oral language of kinder-garten and primary school age group. The differences on these language measures which might have occured between boys and girls constituted another facet.[32] Frank Smith (1972) in his paper tried to highlight the alphabetic principle, the system that relates the written and spoken forms of our language through correspondence between the phonology of the one and the orthography of the other. The paper presented by Washburne (1972) dealt with some concrete solutions on the researches on reading readiness, reading interests, vocabulary development and comprehension.[33] The study conducted by Stovdt was designed to explore the relationship between a subjects' reading comprehension and comprehension of conjunctions. Analysis of the result revealed that there is a significant connection between a subject's ability to identify the relation-

ship that conjunctions signal and his reading comprehension. It was also observed that there is a significant difference in the difficulty of various types of conjunctions, and there is a significant relationship between understanding conjunctions and variables of sex, socio-economic level and intelligence [34]

Penfield and Maracuilo (1971-72) published their study, "Learning to Listen : An Experimental Study". This research study is aimed at determining whether or not it is possible to train students to become better listeners relative to a given set of skills.[35] The paper "Syntactic Indexes and Student Writing Performance," by Dixon (1971) reports on research which investigates the extent to which quantifiable measurements on certain syntactic indexes account for syntactic variation in the written language performance of students at four grade levels (4th, 8th 12th, and 16th).[36]

Edwin H. Smith (1972) produced an important paper titled "Informal Reading Inventories for the Content Areas : Science and Mathematics". Two major problems which are being faced by the teacher in content area are (i) how to determine the readability levels of the materials to be assigned to the students and (ii) how to determine the reading levels of the students in the content area in which reading assignments will be made. Smith has dealt with the second problem in his paper. Recent researches have disclosed that publisher's stated readability levels of textbooks and the readability levels disclosed by the application of readability formulas are often quite different. Generally, several levels of reading are determined. For content area level, according to author, the materials should be on the student's independent or instructional level. Science and Mathematics informal reading inventories are abstracted from the Smith Guide incomplete manuscript 'Teaching Development Reading'. They should be supplemented by an informal inventory in the material finally assigned.[37]

Sopher (1972-73) in his research study "Multiple Choice Comprehension Tests" has tried to extent the field and area of Multiple Choice Comprehension Test. The extended areas covered by him were, student's comprehension of the text prose, student's comprehension of worps, dhrases or sentences used in the text, and the student's knowledge of grammatical structure.[38]

We find one test, called "Deep Structure Recovery Test" during the period 1970-72. This test measures the ability to recover the deep structure of sentences i.e. underlying subject-object relations This can be used for the grades 4 through 8.[39]

In 1973 we find a new direction in the field of comprehensibility of language. This is due to the use of computer in this field During this year the study of the comprehensibility of language remained limited to the field of reading mainly.

Turner and Mohan (1973) wrote a book on linguistic description and how to make use of computer for the study of children's speech. The first part of the book deals with Sociological and Psychological categories.[40]

Ferguson (1973) in his article "Some Aspects of the Reading Process" tried to focus on reading skills, reading speech and comprehension.[41]

The important contributors in the area of reading in 1973 were Paine, Hellebust, Emans, Dequiet, Marquard, Francis, and Yule. Their works mainly emphasized on reading process.

Paine (1973) in his study threw light on "The Variation of Classroom Reading Techniques". More specifically the study is about variations in the teaching of reading and reading exercises. According to the author there are three main question types useful in the teaching of reading..... question—word questions, Yes/No questions, "or" questions. Each of these three question questions-type can be used in three ways –

(a) Type one questions can immediately follow a statement.

(b) Type two questions follow a paragraph or a short story.

(c) Type three questions take the vocabulary and structure of the story and ask about the pupil's own experiences. Thus, three question types and three types of questioning give nine basic variations When the brighter pupils have become used to working done and have progressed from simple reading passage to supplementary readers, the author of the paper suggests three recall types for them; vocabulary, comprehension, multiple choice

structure tests etc.[42] Hellebust (1973) in his study showed the awareness of the relationship between reading purposes and background of the students. It was also found that the subjects of Science and Social Studies must be read more slowly than the literature for comprehension accuracy.[43] Marquard (1973) conducted his study to determine the general reading levels of students according to their experiences. The investigator adopted the "Dolch word list" for determining the reading level of the child. He concluded, along with other facts, that there should be clear agreement between the teacher and the evaluator on assigning the particular reading materials to the pupils.[44] The research paper presented by Emans (1973) has thrown light on how oral language acquisition may be applied to teaching reading. Results of the study indicate that poor readers show no improvement in identification after being provided contextual information. They are not in a position to utilize the syntactic and contextual cues, as they seem to treat the words as unrelated items in the series.[45] The study conducted by Francis (1974) is the extension of the study done by Downing (1970) where the former author dealt with the problem of children's experiences of reading and notions of units in language[46]. Yule (1973) in his study has shown the meaningful distinction between backwardness and retardation in reading. The title of Yule's study was, "'Differential Prognosis of Reading Backwardness and Specific Reading Retardation'. The paper reports preliminary results of five year follow-up of disabled readers and provides evidence that while the prognosis for any reading disability is poor, children with specific reading retardation have a poorer prognosis than backward readers. The distinction between backwardness and retardation in reading is therefore seen to be both meaningful and of prognostic importance.[47] Jonson et at. (1973) applied a category system in the content analysis of a reading programme. Through this research study the investigators have developed thirteen categories to help educational personnel in the content analysis of reading programme.[48] In the period 1973-74 A.L. Lazar and Patricia E. Lazar prepared Pupil Profile of Reading Skills for the age group five to fourteen. The variable considered in this profile was progress in reading skill development. It consisted of 110 items of reading behaviour.[49]

In the year 1974 we find the emphasis on research on reading achievement, on how to improve reading ability and the relation of word frequency to comprehension. The areas like speaking, writing, listening remained less attended in this year. Of course, we find one test on listening comprehension by Wilkinson during the period 1974-75.[50]

Siegal et al. (1974) produced their research on "Reading Grade Level Adjustment and Auditory Supplementation as Technique for Increasing Textual Comprehensibility". In this study three experiments were performed to investigate situations in which lowering the reading grade level of textual materials or providing tape recorded auditory supplementation to the reading material would provide maximum comprehensibility gain. For typical Air Force Technical Training Material (Study Guides) and for an on the job look up manual, no gain was evidenced as the result of lowering the reading grade level or of auditory supplementation. However, for some study course materials, lowering the reading grade level resulted in increased criterion test scores.[51] During the same year, Yule (1974) has shown that reading achievement does not exactly parallel to I.Q. at all levels of intelligence, confirming the appropriateness of the achievement ratio and other statistics. It is argued that over and under achievement are best defined in terms of a regression education.[52] Narang (1974) in his study made an attempt to provide suggestions for improving reading ability of children.[53] Asher and Markell (1974) in their study tried to investigate whether sex differences in reading comprehension are affected by variations in the interest level of the material. Results indicated that children significantly preferred the high interest material. There was no significant difference between boys and girls ratings. Furthermore, the interaction of sex and interest was non-significant.[54]

Neville and Pugh (1974) publilshed their paper on "Context in Reading and Listening: A Comparison of Children's Errors in Cloze Test". There the authors tested sixtysix children aged 9-10 years with two parallel cloze tests of reading comprehension.[55] Some work on comprehension of sentence, comparative English Passage are also available. Hans and Vethe (1974), Linnea et al. (1974) have

done some work in this area.

Rogers (1975) edited one book on Children's early language. He emphasized on the process of socialization in his book. It is a collection of reading about the societal and functional aspects of language in use.[56]

The study "Reading as a Generative Process" was presented by Wittrock et al. (1975) The investigators, hypothesized from a model of learning as a generative process that familiar stories facilitate the learner's generation of meaning for low frequency. He conducted three experiments to verify his hypothesis and concluded that children can quickly learn and retain many new undefined vocabulary words when the words are introduced in the context of experimentally induced meaningful familiar sentences and stories [57]

Speelveda (1975) dealt with the problem that language may act as a barrier in learning. He detected that the reading programme in presently set curriculum is not geared to the language needs of the disadvantaged child. Reading readiness and reading skills can be developed through more formal academic activities.[58] During the same year Lesgold et al (1975) experimented the effects of overt illustration of first grade's learning from oral prose. They concluded from their experiment that when an accurate illustration was presented, recall was better than when the illustration was inadequate. Illustration facilitated prose learning only when the child was given the correct pieces for his illustration. When children selected illustration out of common pool, illustration activity had either negative or no effect [59] Farid (1975) in his work dealt with how to make good listening comprehension exercises. The author has placed some suggestions on this aspect [60]

A different type of work is observed in 1976 in the content areas of the books on comprehensibility of language. The topic like syntax, phonological disability, phonology, meaning, morphology, verb-particle, graphic representation of models and child language learning have been covered.

Culicover (1976) in his book has claimed that we went beyond to form hypotheses about what properties are universal to the syntactic components of all languages.[61] The book "Phonological Disability in Children" was published by David. The author has also mentioned the studies conducted in this area by Hinkley (1915), Hudgins (1934), Vogel (1976). Kelly (1974), West and Weber (1973), Dodd (1976). In a Chapter of this book, David attempted to establish a relationship between Piaget's Cognitive stages and linguistic and phonological stages in development.[62] Stewart (1976) in his publication tried to focus on graphic representation of models in linguistic theory.[63]

During the year 1976, Nelson presented one paper on "Comprehension of Spoken Language by Normal Children as a Function of Speaking Rate, Sentence Difficulty and Listener's Age and Sex". The major aim of the investigator was to measure the sentence comprehension with a picture identification task. Results of this study indicate that comprehension of spoken language was facilitated by increased age, reduced sentence difficulty and reduced speaking rate.[64] A few more studies on reading are available in this year. Golinkoff and Rosinski (1976) in their study attempted to explore the relationship and text comprehension skill. The subjects were from third and fifth grade.[65]

A completely new type of paper was presented by Harris (1976) on "Grammar on Mathematical Principles." This paper focused on grammatical properties which produce the sentences of a language by means of two simple processes, word entry and entry reduction, with the meaning of each sentence being indicated indirectly by its construction.[66] Hugh Templeton (1976-77) devised a new technique for measuring listening comprhension through an experimental study.[67] Dean and Nichols (1977) published one book titled "Framework for Reading". They believed that in the first place reading and writing should grow out of children's conversation about a wide and rich variety of experiences both in and out of the school [68] The book "Text and Context Explorations in the Semantics and Pragmatics of Discourse" was produced by Dijk in 1977. The author has discussed several issues on grammatical theory This book is an introduction to the study of discourse, offering some new insights into a number of basic issues in grammatical theory.[69]

Bearison and Levey (1977) conducted one study to access the ability ot kinder garten, second and

h graders to decode ambiguous and unam-
ıus verbal messages using standardized proce-
s. In ambiguous messages questions were
ı using pronouns without indicating judgement
e quality of the messages and their response
cies. Finding indicated that the ability to
ıguish between ambiguous and unambiguous
age increased with age and that response
cies reflected levels of decoding ability.[70] The
or of the paper 'Standardizing a Reading Test'
'artz (1977) has cited some basic and simple
about test construction and uses and abuses
'andardized measures[71] An extensive body
ormative literature suggests that reading to
g children enhances their language develop-
: and this is related to their reading success.
d (1977) conducted one study which was de-
'd specifically to investigate the relationship
'een parental style of reading of young child-
ınd child's performance on selected pre-reading
ed tasks.[72]

ıil et al. (1977) presented the paper "Con-
:tive Aspects of Children's Reading Compre-
ıon". The focus of this study was on
lopmental and individual differences in child-
; ability to make inference from prose. Child-
n grades 2 and 6 read several paragraphs, each
ısting of 3 sentences. Two sentences within
paragraph were premises from where an
'ence followed directly, while the third sen-
e was a filler unrelated to the inference.
owing the third sentence of each set, children
! and answered two questions, one dealing with
rmation contained in the premises, the other
ı information that could be inferred from the
nises. Accuracy did not change with age and
greater than chance for both premises and
rences information premise questions were
vered faster than false questions. These effects
not interact with age. Reading comprehension
'es for 12 year olds were related significantly
esponse times for both types of questions, even
ın reading speed was held constant.[73]

Studies in India

ı India, research on different aspects of compre-
sibility of language is few and far between.
st of the researches conducted are at Master's
:l and did not go deep into the problem of comprehensibility of languages as such.[74]

Studies in vocabulary comprised one fourth of the total number of studies conducted in India in the field of comprehensibility of language used in textbooks. Vocabulary is the most essential preliminary step in learning a language. Research on vocabulary is, therefore, of fundamental importance with regard to language comprehensibility. Basic vocabulary of children was studied in Hindi by Rukmani Ramchandra (1960)[75] As a master's thesis in Education, Sharma (1964) studied the vocabulary of students who have passed the primary class examination in the rural areas of Madhya Pradesh. Rathore (1966) studied the disability in Hindi spellings as a master's thesis in education. Shivananda's (1976) thesis was on item analysis of paragraph meaning and word meaning (sub-test of standard Achievement Test). Basic Hindi vocabulary in Haryana was studied in the case of children of class IV by Sharma (1972) and class VI by Shankar (1971). Keshar (1972) produced a 3500 word vocabulary for teaching of English in Indian Schools. Mishra (1972) with an eye to this problem of vocabulary tried to assess if the juvenile literature of Hindi fulfilled this objective. Active vocabulary was surveyed by Sinha (1975) in case of Mundari Children (Bihar) and by Pai and Jeyapaul (1974) in case of Tripura Children. CIIL (1972), compiled common vocabulary between Hindi and thirteen other regional languages. In another study CIIL (1971) compiled recall vocabulary in thirteen Indian languages. We find no research on sentences.[76]

Shukla (1976) studied the Gujarati vocabulary of students of the Surat District studying in standard I to V in the age group 6 to 11 years. He observed that students wriitng yielded, 1,11,869 running words along with other things. Kalra (1977) investigated the Basic Hindi vocabulary of children of third class (Usually 8+) in the state of Haryana. The total number of words he collected was 1632. Dasgupta (1978) studied the Basic Vocabulary in Bengali at Primary Level.

Borude (1975) in his study tried to measure association value of nonsense syllabus and meaningful words in Marathi. In a psycholinguistic study Barr (1974) analysed the auditory perceptual disorders in children with reference to language learning. Mishra et al. (1974) again studied the

bilinguals Hindi. They concluded that non-Hindi speakers carried over grammatical features as well as modes of literary expression from the mother tongue into Hindi, some of which were in the process of assimilation.

It is a great demerit that the modern Indian Languages taught in schools have not been linguistically analysed nor the basic vocabulary has been identified, keeping in view the use of the language in question in different spheres of education, administration and social inter-course. Therefore, the vocabulary studies are all based on the language textbook written without any linguistic analysis.

In the year 1942 one test of reading ability appeared in the Indian Journal of Psychology The unpublished work, "Measurement of Linguistic Ability of Primary School Children" was conducted by Javil (1945) as a Master's thesis in Education. Samad (1965) submitted his Master's thesis on comprehension tests in English for 9th class. Sharma's Hindi writing scale for primary school children was published in the Journal of Education and Psychology in 1957. During the same year Siddiqui tried to find out norms for Burt's test of English (reading) as Master's thesis in Education. Javil (1961) again published his work on "Measurement of Linguistic Ability of Primary School Children."

Reading skill is intrinsically connected with vocabulary. A group of three studies centering around different aspects of reading has been conducted in India intensively. Narayanaswami (1969) investigated reading comprehension at college level. Ansuya (1970) in her study found that reading efficiency, speed and comprehension were related to student's performance. Rahman (1959) sought to locate means of encouraging reading for pleasure Ramalingappa (1961) submitted his Master's thesis in Psychology on Reading and Comprehension in relation to Academic Achievement.

"A study of Reading Ability in English" was the Master's thesis of Athley (1963). Bhatnagar (1968) studied reading difficulties of class VI students in Hindi Reading and comprehension in relation to class achievement of primary school children was studied by Nagalakshmi (1968). Deshpande (1973) attempted to improve the teaching to beginner through improvement in the preparation of reading materials and in the process of evaluating reading programme. In another study Ahuja and Ahuja (1974) assessed speed and comprehension in silent and oral reading of Mysore school children of 12+. Krishnamurti (1971) studied reading readiness of pre-school children by developing reading readiness tests and other materials. Bhagoliwal in 1973 in his study tried to find out the effect of printing art on reading ability of Hindi book print.

Some studies are availabl e on comprehension of reading and listening. During the year 1961 Brave, as part of his Master's degree in Education, studied the listening comprehension of students in 7 and 8 classes of Marathi secondary school. Nagalakshmi (1962) constructed simple oral comprehension test. Giri (1963) studied the relationship between the reading comprehension in Hindi and academic achievement in class 9 and 10 as a part of Master's thesis in Education. Another study was conducted by Lal (1964) titled "An Investigation into the Mistakes in Hindi Reading " Research wing of Bombay Municipal Corporation (1970) sought to improve and develop spoken and written language of children communication Chaturvedi and Mohale (1972) assessed the position of different languages at different stages of school education in India. They observed that time allotted for language teaching and learning is more than forty percent of the total time in school time table.[77]

A few studies are also available on textbooks. Chaudhry (1962) as a Master's thesis in Education surveyed the textbooks prescribed in General Science for classes 6, 7 and 8 Nair (1963) presented "A Content Analysis of Social Studies Textbooks of the School Classes" as his Master's thesis in Education. In the same year Saraswathi (1963) prepared score cards and formulated evaluation criteria for reviewing textbooks in General Science at Primary grades for the Master's thesis in Education. In the year 1966, Kaur critically analysed the textbooks in Social Studies for 4 and 5 classes of junior basic schools in Punjab. During the same year Sharma submitted his Master's thesis in Education. He dealt with the problem, "A Critical Analysis of the Social Studies Books Prescribed in 5th Class". A Critical Study of the Textbooks in English used in English Medium Schools was presented by Agarwal (1967) as Master's thesis in Education.[78] During 1970-72

rtment of Textbook (NCERT) prepared a on Preparation, Presentation and Evaluation extbooks in Mother tongue. The department ublished several research studies on textbooks. comparatize stuy of textbooks in mother ıe" was conducted by Rastogi and Sharma ing all theoretic and and linguistic aspects of ooks of 6 languages at Primary level.

ı 1978, Srivastava and his associates conducted dy in Delhi University. The problem was of ıating Communicability of the Manual for munity Health Workers in Village Settings. There they have suggested some improvement of the pamphlet on health care by W H O.[70]

In conclusion we can say that researches in India in the field of language comprehensibility are confind to reading ability, reading and listening comprehenston, basic vocabulary and some related aspects of language learning. Works on syntactic development are still needed. Comprehensive work regarding the study of the comprehensibility of language used in the textbooks is yet to be undertaken

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CHAPTER III

Methodology

IN this chapter, the methods applied in conducting the present study, in the preparation of the tools for measuring comprehensibility of the language used in the textbooks of Science, Social Studies and Language for III grade children reading in Government schools in Rajasthan, and the rationale for the preparation of these tools, has been described.

3.1 The Method

The first phase of the present study was the linguistic and thematic analysis of the III grade textbooks of Science, Social Studies and Hindi, published by the Rajasthan Textbook Corporation For thematic analysis, paragraph was the unit. The content of each para was described in one line in the sequential order of occurrence in the books. This was done for all the three textbooks. After this the next task was to make clusters of cards from each chapter of each textbook on the basis of content similarity. In each chapter, sometimes one card and sometimes more than one card represented one teaching point The clusterization was done according to the teaching points. For linguistic analysis every fifth page of each textbook was taken as sample page. Where the sample page contained only exercise or full page illustration, there the next page was taken into account. Each sentence of the somple page was written on separate card, i. e., one sentence on one card. Type of sentence was also indicated on the same card- This revealed as to whether they are simple sentences, compound sentences or complex sentences. The frequency of eaeh type of sentence was also noted for each book.

Likewise, each verb, noun, adjective and adverb of the sample pages was also noted down on separate cards. For one word one card was prepared. The frequency of the nouns, verbs, adjectives and adverbs of the textbooks under study were also counted for each book.

Collection of spoken and written language was done on the basis of sponteneous speech, written speech, word association tests, sentence construction tests and story telling on the basis of pictures presented. For the collection of spoken and written language of the children, 50% materials were taken from the textbooks and 50% materials were taken from the environment of child. The linguistic analysis of sentences, nouns and verbs of the spoken and the written vocabulary was done and their frequency was also counted. After collection of the spoken and written language of the rural and urban children their linguistic analysis was done. These comprised linguistic analysis of sentences, number of vocabulary used in spoken and written language, i.e, number of nouns, verbs, abjectives and adverbs. A comparative study of the linguistic content of the language used in the text books and the linguistic content of the spoken and written language of the children was done.

The tests on comprehensibility of language used in Science, Social Studies and Language textbooks were developed on the basis of content analysis and linguistic analysis of the respective textbook. Through try-out, the final tests were made They were administered on the popular sample. The scoring of the three tests, viz.' tests on compre-

hensibility of language of Science textbook, test on comprehensibility of language of Social Studies textbook and comprehensibility of language of Hindi textbook, was done.

Thenorms of language comprehensibility of the three textbooks, viz., Science, Social Studies and Hindi, were prepared by computing the percentile ranks.

3.2 Sample

In the State of Rajasthan two types of books are being used at the Primary level. One of them is published by Rajasthan Textbook Corporation and other is a publication of the NCERT. The present study is confined to the textbooks published by Rajasthan Textbook Corporation.

Jaipur district was taken for this study as population area. There is a prominent heterogeneity in the sample, since different schools use different books. In some areas of Jaipur district, both urban and rural, sometimes one type of book is totally absent. For this reason a purposive sampling procedure was followed.

For the collection of spoken and written vocabulary of children, four schools from Jaipur City and four schools from rural area of Jaipur district were chosen. Two students from each school, one boy and one girl, comprised 16 students reading in class three was the sample for collecting the written and spoken vocabulary.

For the try out of the tests, a sample of 250 students from 10 schools reading in grade III, 125 from urban and 125 from rural was taken. Of these schools, five schools were from urban area and five schools were from rural area. On an average twentyfive students from each school were included in the sample at the time of try out.

The final tests, viz., tests on the comprehensibility of language of Science textbook, tests on the comprehensibility of language of Social Studies textbook and the tests on the comprehensibility of language of Hindi textbook, were administered on a sample of 500 children of grade III reading in 20 Primary schools in the District of Jaipur, Rajasthan. Out of these, 250 children were taken from urban area and 250 from rural area. Out of the twenty schools covered, ten were from rural area and ten from urban area, with an average of 25 students from each school.

3.3 Tools

The term "Comprehensibility" has been defined in various ways. These definitions have already been analysed in the earlier chapter. Out of these definitions the definition given by English and English (1965) was accepted by the group as the basis for arriving at an operational definition of comprehensibility. According to the definition, the ease with which a complex object or verbal expression can be understood, while it depends on the person who is to understand, comprehensibility is conceived as a property of the object. For the present study comprehensibility is viewed as a potential emerging from two sources, the learner and the learning material. Comprehensibility is defined from the learner's point of view as the ability to process reading material in a way that can translate, interpret and extrapolate the content (textual material). From the view point of the textual material, comprehensibility is defined as the quality of the presentation of the content (linguistic content) which leads the child to translate, interpret and extrapolate for the understanding of the textual material with reasonable effort.

From the above operational definition it follows that comprehensibility refers to the acquisition of the ability to "translate" which implies transformation of the message read from one form to another, as well as, from one medium to another. The term also refers to the ability to "interpret" which implies the ability to relate facts, and to compare and contrast facts, ideas, rules, and generalizations. The term further refers to "extrapolation" which implies extension of the tendencies beyond the given communication with a view to determining implications, consequences, corrollaries, etc. In other words, the definition implies reading between and beyond the lines. Of course, any measure of comprehensibility of language used in textbooks should include the first taxonomic category of cognitive level, namely, the knowledge or memory level which comprises of recall and recognition of the textual materials.

For the present study three textbooks are taken into consideration. They are Science, Social

TABLE 3.1

Test Format (Try Out)

Objectives \ Levels	Comprehensibility of vocabulary		The Syntactical Comprehensibility		Comprehensibility of Paragraph, Ideas, Contents, etc.		
Level I Recognition/ Recall	A. Correction of spelling H = 5 SS = 5 SC = 5	B. To write meaning of words H = 3 SS = 3 SC = 3	H. Marking of the correct terminology in the sentence H = 5 SS = 5 SC = 5		M. Short Answer type through Multiple Choice H = 10 SS = 10 SC = 10	N True-False type H = 10 SS = 10 SC = 10	O Matching (Two sets each) H = 10 SS = 10 SC = 10
Level II Translation	C. Matching word type Synonym H = 3 SS = 3 SC = 3	D Matching word type . Antonym H = 3 SS = 3 SC = 3	I Cloze Test H = 67 SS = 77 SC = 58		P. Fill in the blanks (Name through description) H = 15 (poems) SS = 3 SC = 3	Q. Fill in the blanks (Description for name) H = 10 SS = 10 SC = 10	R. Fill in the blanks : General H = 3 SS = 3 SC = 3
Level III Interpretation	E. Forming Set : Elimination of wrong words H = 6 SS = 5 SC = 6	F Supply of group of words to form set (10 : 2) H = 5 SS = 5 SC = 5	J. Matching of pairs (two sets) H = 10 SS = 10 SC = 10	K. Find out errors in Case, Gender, Tense, Adjective. H = 6x5 = 30 SS = 6x5 = 30 SC = 6x5 = 30	S Reading comprehension : Paragraph H = 22 SS = 25 SC = 21	T. Multiple Choice H = 10 SS = 10 SC = 10	
Level IV Extrapolation	G. Fill in the blanks Contractive context H = 8 SS = 8 SC = 8		L. Multiple Choice H = 8 SS = 8 SC = 8		U. Sequential ordering of events H = 10 SS = 10 SC = 10		

H = Hindi = 253 SS = Social Studies = 253 SC = Science = 231

Studies and Hindi textbooks of grade III level published by Rajasthan Textbooks Corporation.

Three tests of comprehensibility of language used in textbooks were developed on the basis of content analysis and linguistic analysis of the textbooks. Each test comprised of various types of test items to measure the comprehensibility of vocabulary, the syntactical comprehensibility and the comprehensibility of paragraph, ideas, content, etc., (comprehensibility of the discourse).

To measure the comprehensibility of language used in Science, Social Studies and Language textbooks, test format was prepared for each subject alike. Objectives are placed in the top row, and levels are plotted in the extreme left column (Table 3.1).

An attempt was made to place the linguistic test items against the four levels of recognition/recall, translation, interpretation and extrapolation, following Bloom, et al. (1971).

Level I Comprises of Recall/Recognition

Level II Translation

Level III Interpretation

Level IV Extrapolation.[1]

The first level involves the ability to recall or to recognize, to acquire, to identify specifics and universals, including the recall of methods and process, and the recall of pattern, structure or setting. Examples of direct objects of recall are vocabulary, terms, terminology, meaning(s), definitions, referents, elements, facts, factual information, properties, examples, phenomena, form(s), conventions, uses, usages, rules, wages, devices, symbols, representations, style(s), format(s), action(s), processes, movement(s), continuity, development(s), trend(s), sequence(s), causes, relationship(s), forces, influences, area(s), type(s) feature(s), class(es), set(s), division(s), arrangement(s), classification(s), category/categories, criteria, basis, elements, methods, techniques, approaches, procedures, treatment, principle(s), generalization(s), proposition(s), fundamentals, laws, principal elements, implication(s) theories, interrelations, structures(s), organizations(s), formulation(s). Comprehension represents the lowest level of understanding.

Examples of direct objects of translation level are, to translate, to transform, to give in own words, to illustrate, to prepare, to read, to represent, to change, to paraphrase, to restate meaning(s), sample(s), definitions, abstractions, representations, words, phrases. Examples of infinitives of interpretation level are, to interpret, to transform, to give in own words, to illustrate, to prepare, to read, to represent, to change, to rephrase, and to restate. Examples of direct objects of interpretation level are, relevancies, relationships, essentials, aspects, new view(s), qualification, conclusions, methods, theories, abstractions.

Examples of infinitives of extrapolation level are to estimate, to infer, to conclude, to predict, to differentiate, to determine, to extend, to interpolate, to extrapolate, to fill in, and to draw. Examples of direct object of extrapolation level are, consequences, implications, conclusions, factors, ramifications, meanings, corrollaries, effects and probabilities.

3.4 Pooling of the Items

Items were pooled for each test in such a way that the items cover, more or less, the entire linguistic content areas. To measure the comprehensibility of vocabulary, items were pooled from correction of spellings, meaning of words, synonym words, antonym words, elimination of wrong words, supply of words, filling in the blanks in relation to contrastive context.

For measuring the syntactical comprehensibility items were pooled from marking of correct terminology in the sentence, paragraphs for cloze tests, matching of pairs, and the rearrangements of the parts of compound or complex sentence which were given in an irregular order so that it conveyed meaning.

For measuring the comprehensibility of paragraphs, ideas and content, items were pooled from short answer type, true-false type, matching type, the name for the given description and the description for the given name, fill in the blanks, reading comprehension of a paragraph, multiple choice items on ideas, content, and arrangement of events.

3.5 Item Types

The major types of items included in these tests

of comprehensibility of language used in the textbooks are :

1. Cloze test
2. Multiple choice test
3. Fill in the blanks
4. True-false type
5. Matching type
6. Short answer type
7. Sequential ordering of events
8. Elimination of wrong word, and
9 Supply of group of words to form set

Cloze Test

Recent works by different scholars to test objectively knowledge of a language rather than 'language-like behaviour' began to look at forms of redundancy testing. Spolsky (1969) and Carton (1971) have suggested that the ability to infer and to use the built in redundancy of language is a useful indicator of language behaviour in real situations.

The term "Cloze" was first coined by Taylor (1953) when he tested first language. He derived the word from 'closure' Gestalt Psychology, the human tendency to close or complete an incomplete circle or a similarly familiar pattern[2].

"Cloze procedures have been claimed to be highly useful and operational in assessing and grading performance"[3].

In this method words from a prose selection are systematically deleted and the testee is to supply the proper words deleted. From the reader's score on the passage, both readability or the reading difficulty of the passage and the reading achievement of the subject, are assessed. Words to be deleted (cloze items) may be at random or by a mechanical procedure (every Nth standard cloze) according to criteria such as word class redundancy or predictability.

The recent experiments with the cloze tests have been claimed to be more useful in assessing the readability of textbooks Clipwell has supported the use of cloze tests in preference to the multiple-choice types. Several arguments as placed by him are as follows:

Firstly, in multiple choice subjective elements come in because rarely individuals select the same points within a passage for questionning.

Secondly, it is also rare that two individuals give the same weightage on any given point within the text. Thirdly, it is very difficult to construct the multiple-choice comprehension questions. Only a great deal of team work can construct such type of test items.

Fourthly, the students turn to the questions before reading the passage but in cloze test it is not possible because the students have to go through the whole passage again and again before inserting the missing word; here the students have to make up their own mind. This way cloze test is a creative test. The cloze tests are easy to construct in comparison to other type of the tests. In the cloze test, readers are encouraged to examine the whole passage rather than individual word or sentence. Finally, the test teaches the students to cope with redundancy by forcing him to concentrate on the meaning of the whole passage.

In the present study the cloze test was used to test the language comprehension of textual materials. Ten passages were randomly selected from each textbook. Every ninth word was deleted from every passaeg and these deleted words were placed in a random order below the passage. Proper instructions were given. One deleted word was taken as one item and for correct insertion of one word, one score was given and for wrong insertion a zero score was given. In the case of the Science textbook, the passages were too small, sometimes a passage consisted of only one line. So several related passages were given together as a single passage Care was taken for intra-consistency in their meaning.

The Multiple-choice Items

The multiple-choice item consists of two parts· the Stem, which contains the problem and a list of suggested answers i e., responses or options. The incorrect responses are generally called foils or distractors. The correct response is called key. The item may be stated as a direct question or an incomplete statement. The students are to select the correct or the best answer. Questions are asked directly or indirectly. Of course, there is no empirical evidence that the direct questions are superior to incomplete statements or vice-versa (Dunn and Goldstein 1959)[4].

The four types of multiple-choice tests are most frequently used. They are·

(i) one correct answer

(ii) best answer

(iii) analogy type, and

(iv) reverse type

In general, four or five options are used in multiple choice test items. The distractors must be plausible. Other factors which decide the selection of the options are: age of the pupils tested, the nature of the material, and the time available for testing.

In the present study for each multiple choice item, only three options were provided. This was done taking into account the age of the children, their linguistic ability and the duration. Specifically for measuring the syntactic comprehensibility at the extrapolation level and for measuring comprehensibility of content, ideas at the recognition/recall level and at the interpretation level, multiple choice tests have been used[5].

It is needless to say that the writing capacity of the III grade children is not so developed. For this reason the answers to questions were presented at random order and the students were asked to give the proper ordering. When distractors were given, students were asked to simply tick the correct/best answer.

Fill in the Blanks

This is a technique that can be used to test punctuation, spelling, vocabulary and grammatical structure.[6] In this technique an incomplete piece of writing is provided and students are asked to complete it. Completion items are more difficult to answer than ordinary multiple-choice items for the same problems. But still they are sometimes preferred as they force the student involve his productive skill. Writing is a production activity. Production of items requiring completion are more valid in testing writing than multiple-choice recognition items. In the present study fill in the blanks types/items were used to measure the comprehensibility of vocabulary at the extrapolation level. Here contrastive-context phenomena is the criteria. Again, fill in the blank type items were used to measure the comprehensibility of ideas, and content at the translation level

True-false Type

The true-false item, sometimes referred as the alternate-response item, is essentially a two-response multiple-choice item in which only one of the propositions (answer) is presented and the student judges the truth or falsity of the statement. The more common varieties of the true-false type are:

(i) yes-no type

(ii) right-wrong type

(iii) cluster variety

(iv) correction variety.

The right-wrong or yes-no varieties are more useful for testing young children. The true-false items can be well used to measure:

(i) factual knowledge

(ii) comprehension or understanding

(iii) application

(iv) deductive skill

(v) problem-solving ability.

True-false items can also be well used in testing linguistic items.[7] In the present study true-false items were used to measure comprehensibility of ideas and content at the recognition/recall level.

A slightly different variety of true-false items which we coined as "find out errors" were extensively used in this study to measure the syntactic comprehensibility at the interpretation level. More specifically, the 'find out errors' technique is used for the detection of errors as regards the use of Case, Gender, Number, Tense, and Adjective.

Matching Type

This technique is well suited to those situations where the investigator is interested in testing the knowledge of terms, definitions, dates, events and other matters involving simple relationships. The

matching exercise consists of two columns. One column consists of the questions or problems to be answered (premises) and the other column contains the answers (responses). The examinee is required to make some sort of association between each premise and each response.

In testing linguistic items these matching exercises can be well used.[8]

In the present study the matching exercises are used to measure the comprehensibility of vocabulary at the translation level Here the item specifications are synonyms and antonyms. In the category of syntactical comprehensibility the matching exercises are used at the interpretation category, specifically, matching of pairs. For measuring comprehensibility of ideas, and content at the recognition/recall level, the matching exercises are again used.

Short Answer Type

The short-answer item may be called as supply type objective item. The three common varieties of the short-answer form are (i) the question variety, where the item is presented as a direct question, (ii) the completion variety, where an incomplete statement is used, and (iii) the association variety, where association is to be established. This short answer type of item is somewhat a compromise between an essay item and the other types of objective items. Because short-answer items are best used for measuring highly specified facts (dates, names, places, and vocabulary). This may be easily used at memory level.[9]

In the present study, for measuring comprehensibility of concepts, ideas, and paragraphs at the recognition/recall level and at interpretation level, the short answer type of items were used.

In case of paragraphs reading comprehensibility, the students were to read the paragraphs carefully, and answer the given questions in their own words.

Sequential Ordering of Events

Parts of a sentence were listed in random order and the students were asked to construct a sensible sentence using these parts. Proper instructions were provided for this type of items. In order to simplify the mechanics of the item, part of the sentence was given in the proper order in the lead.[10] In the case of Science material, three or four complete factual sentences were given in random order and students were asked to arrange them so that they conveyed the events of the passage sequentially. In case of Science, inter-sentence relationship was to be established. In the present study, this type of items were used to measure the comprehensibility of ideas, and contents at the extrapolation level.

Elimination of Wrong Word

In this type of item a few words were given which convey one particular category of meaning, except one, which is of different category. The students were asked to cross or eliminate the exception word which is not of the same category. For example, in a set such as cow, buffalo, bird, and goat the word "bird" does not belong to the family of cow, buffalo and goat i.e. the animals. So students are to cross out this type of word. This type was used to measure the comprehensibility of vocabulary at the interpretation level.

Supply of Group of Words to Form Set

In this type of item, a few words were supplied which belonged to two categories or two different families. They were placed at random. Students were asked to select the words to form two groups. Generally ten words were given to form two sets, five words in each set.

In the present study this type of items were used to measure the comprehensibility of vocabulary at the interpretation level.

3.6 Finalization of the Battery of Tests for Try-out

The tests on the comprehensibility of language used in the textbooks of Science, Social Studies and Hindi, thus prepared, contained a variety of items. Each test for measuring comprehensibility of language used in textbook is a battery of tests. The total number of items in each test battery is different. The numer of items in each test battery are presented in Table 3.1.

TABLE 3.2

Distribution of Test Items of Science Textbook According to Objectives and Levels (Final Form)

Levels	*Objectives*	*Type of Items*	*No. of Items*
1	2	3	4
Recall/Recognition	Comprehensibility of vocabulary	Correction of spellings	3
		To write the correct meaning of words	3
Translation	—do—	Matching word	
		type (a) Synonym	3
		(b) Antonym	3
Interpretation	—do—	Forming sets	4
		Elimination of the wrong words	3
Extrapolation	—do—	Fill in the blanks (contrastive context)	3
Recall/Recognition	Syntactical comprehensibility	Finding the correct terminology in the sentence	2
Translation	—do—	Cloze test	44
Interpretation	—do—	Matching of pairs	6
		Finding out errors in Case,	5, 5, 3, 3, 4
		Gender, Number, Tense and Adjective	
Extrapolation	—do—	Multiple Choice	3
Recognition/Recall	Comprehensibility of paragraph, ideas, context etc.	Short answer through multiple choice	5
		True/False	5
		Matching Type	4
Translation	—do—	Fill in the blanks (Name through description)	2
		Fill in the blanks (Description for name)	7
		Fill in the blanks	3
Interpretation	—do—	Reading Comprehension	18
		Multiple Choice	7
Extrapolation	—do—	Arrangement of events	3
			151

TABLE 3.3

Distribution of Test Items of Hindi Textbook According to Objectives and Levels (Final Form)

Levels	*Objectives*	*Type of Items*	*No. of Items*
1	2	3	4
Recall/Recognition	Comprehensibility of vocabulary	Correction of spelling	4
Translation	—do—	To write the correct meaning of words	2
		Matching word type	
		(a) Synonym	2
		(b) Antonym	3
Interpretation	—do—	Elimination of the wrong words	4
		Forming sets	2
Extrapolation	—do—	Fill in the blanks (Contrastive context)	3
Recognition/Recall	Syntactical comprehensibility	Finding the correct terminology in the sentence	2
Translation	—do—	Cloze test	43
Interpretation	—do—	Matching of pairs	4
		Finding out errors in Case, Gender, Number, Tense, Adjective	4, 4, 4, 4, 4
Extrapolation	—do—	Multiple Choice	5
Recognition/Recall	Comprehensibility of paragraph, ideas, context, etc.	Short Answer through multiple choice	4
		True/False	4
		Matching type	4
Translation	—do—	Fill in the blanks (Name through description)	15
		Fill in the blanks (Description for name)	6
		Fill in the blanks	3
Interpretation	—do—	Reading comprehension	15
		Multiple Choice	7
Extrapolation	—do—	Arrangement of events	3
			155

TABLE 3.4

Distribution of Test Items of Social Studies Textbook According to Objectives and Levels (Final Form)

Levels	*Objectives*	*Type of Items*	*No. of Items*
1	2	3	4
Recall/Recognition	Comprehensibility of vocabulary	Correction of spellings	3
		To write the correct meaning of words	2

Translation	—do—	Matching word type	
		(a) Synonym	3
		(b) Antonym	2
Interpretation	—do—	Elimination of the wrong words	4
		Forming sets	2
Extrapolation	—do—	Fill in the blanks (Contrastive context)	4
Recognition/Recall	Syntactic comprehensibility	Finding out correct terminology in the sentence	
Translation	—do—	Cloze test	51
Interpretation	—do—	Matching of pairs	6
		Finding out errors in Case,	4, 4, 4
		Gender, Number, Tense and	4, 3
		Adjectives	
Extrapolation	—do—	Multiple choice	4
Recognition/Recall	Comprehensibility of paragraph, ideas, context etc.	Short answer (through multiple choice)	3
		True/False	6
		Matching type	6
Translation	—do—	Fill in the blanks (Name through description)	2
		Fill in the blanks (Description for name)	7
		Fill in the blanks	2
Interpretation	—do—	Reading comprehension	15
		Multiple choice	8
Extrapolation	—do—	Arrangement of events	4
			155

The three batteries of tests prepared in this way were edited properly. While editing, the statement of each item was checked thoroughly. The sequential arrangement of the items in each test was given due consideration. Several other things, like the placement of the matching test items, space provided for writing paragraphs, question-answer and answer of extrapolation category, were given due consideration. Special care was taken in writing the instructions as the study was confined to the students of grade three only.

3.7 The Try-out

For try out of the tests, 250 students reading in grade three in the Government Primary Schools of Jaipur District of Rajasthan were covered. In all, ten schools were covered in the try out study. Five schools were from urban area and five schools were from rural area. On an average twenty five students were taken from each school.

Six Primary school teachers were recruited for helping in the administration of the three tests. A three day orientation programme to develop test-taking abilities was conducted. Different psychological and administrative factors related to administration of tests were discussed, along with a few demonstration lessons on how to administer the tests. Then each person was allotted one school and vigorous supervision was made by the investigators in order to avoid copying. For three schools investigators themselves were in the charge for administration of tests.

Generally each battery of tests was divided into five units and only one unit was administered in one day. The average duration of one unit was about one and a half hours. This was further divided into pre-lunch and post-lunch sessions. As the students were too young to follow the written instructions to the point, assistance was offered so that they could follow the instructions properly. It

took more than two weeks to cover all the three tests in each school.

3.8 The Item Analysis

The next phase after try out of the three tests was scoring and item analysis.

Three keys, one for each test, were prepared and with the help of these scoring keys all the test booklets were scored. The total score for each test for each individual student was written down on the top page. For each test, all the test booklets were arranged in a order of higher to lower score. 250 scores' for Science, 250 scores' for Hindi and 250 scores' for Social Studies were obtained. For each subject, 27% upper score and 27% lower score were taken for item analysis, i.e. the test booklets of the upper 27% and the lower 27% group of students were included for item analysis. The item analysis sheets for three tests were prepared as follows. The name of the upper group students were written on the left hand side of the sheet and item number was written on the top of the sheet. For each item against each student right (√) or cross (x) mark was made. In the case of multiple choice items, the responses of the distractors were also noted in this way. The same process was followed for lower group also.

For each item the information as to how many persons corrected the item from the upper group and lower group was noted.

The analysis of student's response is a powerful tool for test improvement and item analysis indicates the characteristics of each item. The item analysis suggests which item is too easy or too difficult and which may fail, for other reasons, to discriminate clearly between the better and poorer examinees. Item analysis may suggest why an item has not functioned effectively and how it might be changed to improve it.

For retaining or discarding each item, measure of difficulty value and discriminating power were used.

Difficulty value is indicated by the percentage of the pupils who got the item right. The higher the numerical value of this difficulty level the easier the item is.

Item discrimination power was computed for each item by subtracting the number of the students in the lower group who answered the item correctly from the number in the upper group who got the items right and dividing by the half of the total number of students.

The difficulty value and discriminating power for each item was calculated by applying this simple formula. Table 3.5 below represents the difficulty value and discriminating power of each item of the Science test on Comprehensibility of language used in the textbook under study.

TABLE 3.5

The difficulty Value and Discriminating Power of Retained Items of Science Textbook

S.No.	*Difficulty Value*	*Discriminating Power*
1	2	3
1	52.79	.36
2	52.20	.32
3	74.26	.43
4	58.08	.63
5	78.67	.29
6	68.38	.43
7	50.00	.35
8	49.26	.48
9	56.18	47
10	50.74	.49
11	50.53	.47
12	49.25	.32
13	75.29	.29
14	73 52	.39
15	72 35	.36
16	56.62	.66
17	51.79	.66
18	50.73	.72
19	50.26	.75
20	49.26	.75
21	64.70	.58
22	52.79	.39
23	63.24	.35
24	70.58	.35
25	72.79	.45
26	55 15	.69
27	61.76	.64
28	55.88	.64
29	55.88	.61
30	53.67	.61
31	52 94	.76
32	68.38	.57
33	58.09	.66
34	57.35	.65
35	55.88	.52

1	2	3	1	2	3
36	61.76	.70	92	75.73	.37
37	52 00	.54	93	74 26	.43
38	50.02	.54	94	74.26	.43
39	52 06	.76	95	74.26	.39
40	53.67	.75	96	79.41	29
41	51.82	.38	97	54 41	.44
42	50.00	.74	98	57 35	.44
43	49 94	.44	99	64 70	.26
44	51.70	74	100	64.70	35
45	55 58	70	101	60.29	.38
46	51 47	.61	102	59.56	.37
47	50 32	.66	103	80 15	.31
48	66 91	54	104	63.24	.30
49	57 06	.55	105	57.64	33
50	53.67	55	106	58 82	.35
51	59 55	.66	107	60 15	.36
52	61.76	.75	108	55.88	32
53	56 61	.83	109	72.79	.33
54	49 26	63	110	61 03	.31
55	49 26	.72	111	63.97	29
56	50.53	64	112	64.85	.37
57	44 85	.33	113	77.94	35
58	61.03	.69	114	70.59	.50
59	54.41	.62	115	72.06	.35
60	61 03	.66	116	52 12	.29
61	50 61	.54	117	70.59	.44
62	55.88	70	118	51.79	.39
63	49 26	.75	119	54.56	.37
64	50.00	.67	120	60 29	.31
65	52.79	.63	121	55.88	62
66	50.53	.70	122	54.41	.62
67	50 00	.76	123	58.82	.62
68	54.11	.67	124	75 74	.39
69	52.79	.60	125	83 82	.29
70	69 85	.39	126	72.05	.41
71	62 50	.37	127	66.17	.31
72	62.50	57	128	69 85	.53
73	51.91	.48	129	63.23	.50
74	51.47	.52	130	63.97	.60
75	55 88	.64	131	64 74	.53
76	56 61	.29	132	50.00	.59
77	72 70	.30	133	50.73	.54
78	81.61	.30	134	73.53	.41
79	77.94	.29	135	59.55	.60
80	80 98	.29	136	58.82	.53
81	82 35	.32	137	72.79	.46
82	63.93	.33	138	58 08	.63
83	64.70	.32	139	50 15	30
84	63.24	.38	140	68.38	.57
85	66.17	.35	141	53.67	.80
86	62.50	.34	142	56.61	.75
87	61.02	.34	143	76.47	.32
88	68.38	.43	144	61.03	.48
89	63.35	.29	145	53.38	.35
90	63.24	.35	146	68.85	.51
91	77.94	.29	147	48.80	.41

1	2	3
148	66.17	58
149	59.56	.46
150	53.68	.75
151	54.56	.63

TABLE 3.6

The Difficulty Value and Discriminating Power of Retained Items of Social Studies Textbook

S No.	*Difficulty Value*	*Discriminating Power*
1	2	3
1	53.28	31
2	66.47	33
3	59 55	.36
4	71.32	.33
5	58 08	.60
6	64 70	.50
7	62.50	.57
8	59.55	.51
9	61.02	.51
10	49.26	.43
11	65 44	.51
12	72.79	.40
13	58 82	.32
14	52.20	.43
15	52.94	82
16	50.26	86
17	58.82	58
18	48.26	84
19	54.41	.74
20	51.49	.64
21	75.73	.34
22	74 26	.30
23	66 17	.61
24	55.88	.70
25	77.94	.38
26	71.32	.45
27	74.26	.36
28	77 20	.39
29	65.44	.66
30	54 41	.76
31	56.47	30
32	57.34	.74
33	55.88	67
34	61.03	.69
35	50.73	.45
36	57 35	.52
37	52 94	.76
38	55.15	.63
39	53.67	.72
40	64.11	.64
41	54.41	55
42	55.88	.64
43	50.00	.36
44	53.38	.54
45	52.64	.79
46	56 61	.83
47	50.73	.80
48	49.26	.89
49	54.41	.82
50	57 35	.79
51	52.20	30
52	53 67	.75
53	63.23	.73
54	58.08	.72
55	54.41	.79
56	50.58	.70
57	53.38	.72
58	51.58	.76
59	58.23	.64
60	50.32	.75
61	54.26	.34
62	50 32	.77
63	49.26	.75
64	52.11	.76
65	51.85	.80
66	50.44	69
67	52.94	.85
68	50.00	.79
69	52.79	.77
70	50.50	.66
71	56.61	.72
72	51.47	67
73	53.53	38
74	51.74	.29
75	50.12	.30
76	54.08	.31
77	52.76	.29
78	50.00	.30
79	82.35	.36
80	79 41	.35
81	72 05	.38
82	77.94	.44
83	66.91	.45
84	73.52	.41
85	87.50	.29
86	66.91	.51
87	60.29	47
88	58.09	.37
89	66.91	.51
90	78 67	.29
91	74 26	.45
92	69 85	.54
93	77.94	.38
94	76.47	.32
95	75 00	.35
96	57 35	.61

1	2	3
97	73 52	.41
98	70 58	.50
99	54.41	.35
100	54 51	.55
101	50.00	.52
102	53·38	.45
103	80.14	.29
104	75.73	.37
105	56 61	.42
106	58.82	.82
107	63 23	.58
108	81 61	.34
109	50.00	.55
110	79.41	.38
111	56.61	.60
112	71 32	.30
113	75.73	.29
114	62.50	.31
115	44 12	.62
116	59.55	.34
117	50.73	.45
118	52.20	.35
119	78 23	.30
120	58.36	.36
121	58.38	.36
122	75 00	.38
123	61.02	.48
124	70.58	.44
125	79.41	.29
126	80 88	.32
127	75.00	.29
128	57.35	.32
129	75.74	45
130	72.06	.47
131	76.47	.44
132	82 35	.35
133	65 44	.66
134	55.58	.50
135	80.88	.38
136	73.53	.50
137	72.79	.49
138	70.59	.50
139	65.44	.60
140	63 97	.66
141	75.00	.47
142	69.85	.49
143	64.71	.62
144	66.91	.54
145	72.79	34
146	65.44	.36
147	69.11	.56
148	53.67	.46
149	69.11	.47
150	68 38	.60
151	82.35	.29
152	70 58	.35
153	69.11	.51
154	54.97	.66
155	70 58	.35

TABLE 3.7

The Difficulty Value and Discriminating Power of Retained Items of Hindi Textbook

S. No.	*Difficulty Value*	*Discriminating Power*
1	2	3
1	77 94	29
2	61.02	37
3	92.64	56
4	67.64	.41
5	58.08	.30
6	68.38	.22
7	71 32	.29
8	49.26	.49
9	59.56	.43
10	57.35	.41
11	57.35	.41
12	83.82	.29
13	80.88	.41
14	75 00	.41
15	78 67	.36
16	57 64	.37
17	50 52	73
18	66.91	.54
19	54.51	55
20	64.70	.61
21	67.65	.34
22	72.00	.47
23	61.03	.72
24	64.70	.55
25	69.85	.51
26	61.76	.64
27	61.03	63
28	52.64	.61
29	52.52	61
30	49.26	.72
31	50.00	.75
32	52.20	.60
33	56 32	57
34	53.38	.51
35	57.79	.54
36	57.06	.50
37	52.20	.37

1	2	3	1	2	3
38	55.88	.62	93	56 61	51
39	50 53	.74	94	54 41	.67
40	50 53	.70	95	54.41	.67
41	52.78	72	96	55.88	.41
42	52 06	64	97	64.70	.53
43	53 67	75	98	68 23	30
44	50 32	.63	99	70.58	35
45	51.97	60	100	65.44	.43
46	58 00	70	101	75 73	.45
47	59.55	60	102	66.91	.51
48	50 00	80	103	58 08	.63
49	51.47	79	104	71.32	.34
50	49.29	75	105	69.11	.44
51	49 26	.69	106	60.29	.47
52	55 15	.66	107	52 20	.51
53	58.88	.77	108	64.70	.53
54	50.00	.85	109	58.08	.72
55	52.20	.75	110	62.50	.66
56	50.53	.85	111	64 50	75
57	50 58	.70	112	58 08	.83
58	57.05	.67	113	72.79	.54
59	51.79	77	114	72.05	.55
60	55 15	.84	115	67 64	.58
61	50.53	.70	116	70 58	.58
62	55 59	.70	117	64 70	61
63	49.52	.73	118	66.17	.68
64	51.70	64	119	58.08	.60
65	53.67	.72	120	58.82	70
66	52.20	57	121	52 20	.66
67	50.32	.57	122	60.29	58
68	58.67	.39	123	73 52	44
69	50 52	.58	124	69 11	.47
70	63 97	.36	125	62.50	.60
71	62.50	.39	126	55.88	.58
72	56.61	54	127	49.26	.60
73	49.50	.29	128	69 85	.57
74	70 59	.32	129	69.11	.58
75	83 08	.30	130	64.70	58
76	70 58	.32	131	77.94	.35
77	80 14	34	132	51.37	.32
78	72 79	46	133	49.26	.38
79	83.08	31	134	59.55	51
80	80.88	.29	135	58 08	.46
81	72.21	.31	136	54.85	57
82	58 82	38	137	59 82	67
83	71.32	48	138	54 41	70
84	65.44	.54	139	50 88	.29
85	70 58	.41	140	68.38	.57
86	80.88	.32	141	55 14	.42
87	75.00	.38	142	58 82	.53
88	69 85	39	143	58.08	.75
89	69·85	39	144	58.08	.77
90	65.44	.48	145	50.74	.66
91	51.47	.53	146	50.05	32
92	51.47	.53	147	72 05	.50

1		3
148	62 50	.45
149	55.88	32
150	59.56	.63
151	65 44	.60
152	74.26	.43
153	53.82	.62
154	50.70	.29
155	50.50	.72

Tables 3.5, 3.6 and 3 7 represent the difficulty value and discriminating power of each retained item of the Science, Social Studies and Hindi comprehensibility of language tests respectively.

3.9 The Final Draft

For retaining the items by difficulty level and discriminating power, an index for each was fixed up. An item having the difficulty level of 50% or above and a discriminating power of .29 and above was retained.[11] Some items which were about to reach this level were also taken into consideration by slight modification. For example, an item of difficulty level of 70% with a discriminating power of .27 was modified by changing a bit of its language so that it can discriminate sharp from the items of the same category. An item of .46 discriminating power and .42 difficulty value was also changed by making its content a bit difficult in the style of presentation. In some cases a few items were rewritten to modify their discriminating power and difficulty level. In some cases the instructions were also rewritten. Thus, the final draft contained 151 items for Science, 155 items for Social Studies and 155 items for Hindi (Table 3.2).

The three drafts were re-edited. These three tests were printed for final administration.

3.10 The Procedure

The final tests of comprehensibility of language used in Science, Social Studies and Hindi textbooks were administered on a sample of 500 children. Out of this sample 250 children were from urban area and 250 from rural area. The tests were administered on the students reading in grade III in the Primary Schools of Jaipur District, Rajasthan. The tests were administered in a group of an average of twenty five children from each school at the end of the academic session. Due to lack of man power ten local teachers were recruited for administering the tests. Proper training was offered to them. The performance of the recruited teachers had created some doubts. A close observation of their performance and post test administration interview revealed the fact that in several cases they helped the students in attempting the answers- They mostly considered the performance of the students as their prestige issue though it was repeatedly stressed in the pre-test administration orientation programme that the present investigation was not going to judge, either the efficiency of the school or the efficiency of the teachers. It is simply a research study and the main objective is to explore the field for the improvement of the textbooks. The project investigators covered three schools, one in rural area and two in urban area to get the precise results of tests. Three sets of comprehensibility of language scores were obtained in this way

The hypothesis formulated for studying the relationship of comprehensibility of language used in textbooks, between boys and girls, and between rural and urban children were tested by applying the simple "t" test for larger sample. The hypothesis related to comprehensibility of language used in Science, Social Studies, and Hindi textbooks were justified by applying the correlated 't' tests between Science and Social Studies comprehensibility scores, Social Studies and Hindi comprehensibility scores, and Hindi and Science comprehensibility scores. The hypothesis related to parts of speech present in spoken and written language of children and the language used in the textbooks were justified by applying the contingency chi-square technique. The hypothesis related to types and number of sentences present in spoken and written language of the children and the language used in the textbooks was justified by applying the contingency chi-square technique.

3.11 Field Work

The entire field work for this pilot study was conducted in three phases. They are as follows:

1. Field work for collection of written and spoken language from urban and rural children.
2. Field work for try-out of the tests.
3. Final administration of the tests.

For collection of spoken and written language four schools from rural area and four schools from urban area of Jaipur district were chosen. From each school one boy and one girl reading in grade three was taken as sample for collection of written and spoken language. Two senior fellows from the project team conducted this phase of work under the leadership of the Principal Investigator. Generally one fellow attended one child separately at a time. It was a great problem to establish rapport with the children, specially children of rural schools. The investigators, however, did over come the hurdle by dealing with the situation affectionately and calmly. The children of grade third are again not at all well versed in writing. The situation was tackled with a lot of perseverance.

The second phase of field work was to try-out the three tests viz. Comprehensibility of Language tests used in Science, Comprehensibility of Language tests used in Social Studies, Comprehensibility of Language tests used in Hindi. Ten schools, five from rural area and five from urban area of Jaipur district constituted the sample for the try out of tests. About 25 children from each school were given the try out tests.

The entire try out programme was conducted under the leadership of the Principal Investigator. One fellow remained incharge of the entire rural area whereas one fellow remained incharge of the schools in urban area. Principal Investigator supervised the try-out programme in both the areas. Six local primary school teachers were recruited for administering the tests. One local teacher remained incharge of one school Thus they covered six schools. The fellow who was in charge of the rural schools, used to administer the tests in one school in the morning hours and used to supervise the other rural schools in the afternoon session. The Principal Investigator maintained the coordination among the sample schools and guided the entire activities with suggestions and proper demonstrations, as and when required. The difficulty arose out of the administration of the tests by the local teachers as a few of them were not as sincere as expected and as a result Principal Investigator was engaged in supervising their activities. Due to lack of man power and time limit, it was not possible to get all the schools covered by the project team. Villages were covered from the very remote areas of Jaipur district, lack of communication was a hurdle to reach there in time.

3.12 Final Administration of Tests

For final administration of the tests, 20 schools were taken into sample. Out of them ten schools were from rural area and ten from urban area. From each school about 25 children comprised the sample. The total sample of children was thus 500.

Four project fellows covered fifty per cent of the schools, both from rural and urban areas Ten local teachers were engaged for administering the tests in other schools. In several cases one project fellow covered two schools per day, one in the morning and one in the afternoon session. As this pilot project was a time bound project, it was not possible for the project fellows to cover all the schools.

Though proper training for administration of the tests was offered to local school teachers, still some sort of flaws were found in their administration. A few of them helped the students in attempting the tests. A timely precaution controlled a lot in their unfair activities still that affected a little in the total test results. As a result of this, all these factors were taken into consideration while analysing the test results. The bias was reduced to the minimum by using suitable statistical technique.

From the three sets of comprehensibility scores of language used in Science, Social Studies and Hindi testbooks the percentile norms were found out.

3.13 Statistical Technique Used

For testing the hypothesis based on measurement of comprehensibility of language used in textbooks, correlated "t" test, some times called as paired test, for larger sample has been used. This

method is used in longitudinal study of one or more variables on the same group of students or same variable but different groups of students. Again, this method can be well used to see the effect of two variables on the same group of students. In the present study which comprised of grade three children, three tests of comprehensibility of language used in the textbooks of Science, Social Studies and Hindi were administered on the same group of children. The relationship between two measure was found out by correlated "t" test technique. This experimental design is called the "single group" method.

For testing the hypothesis of the comprehensibility of language test scores related to urban and rural settings and also sex variables, simple "t" test for larger sample has been used. But for the computer facilities, as programming of F test is easily available, "t" was calculated by considering the square root of F.

For testing the hypothesis related to linguistic items, i.e. linguistic data obtained through the linguistic analysis of textbooks, and the linguistic data obtained through the linguistic analysis of spoken and written language of the children, the χ^2 (chi-square) test for contingency table has been applied.

The chi-square test represents a useful method of comparing the obtained results with those to be expected theoretically on some hypothesis.

The hypothesis emerged out of minor administrative difficulty were tested by applying correlated "t" tests technique. Here the relationship of the comprehensibility scores were studied between the schools where the local teacher administered the tests and where the tests were administered by the project team.

The hypothesis formulated for the purpose of deep study like "inter-vocabulary comprehensibility relationship, inter-test syntactic relationship were studied by applying simple "t" tests technique for larger sample

Percentile rank has been calculated to find out the norm of comprehensibility of language used in textbooks of Science, Social Studies and Hindi.

Norms are measures of achievement which represent the typical performance of some designated group or groups. Percentile norms are specially useful in dealing with educational achievement, including achievement in comprehensibility of language. For example, if a student earns a score of 64 on the comprehensibility of language on Science test and a score of 147 on comprehensibility of language in Social Studies test, the position of the student in two tests can easily be compared through percentile rank. Percentiles are points in a continuous distribution below which lies given percentage of N. An individual's percentile rank (PR) is the position on a scale of 100 to which the subject's score entitles him.

The procedure followed in computing percentile ranks is the reverse of the above process. Here we may begin with the individual score, and determine the percentage of scores which lies below it.

3.14 The Reliability and Validity of the Tests

There are four procedures which are of common use in computing the reliability co-efficient of test. They are:

1. Test-retest (repetition)
2. Alternative or parallel forms
3. Split-half technique
4. Rational equivalence.

Sometimes one of the above meihod and sometimes another provides the better measure of reliability of the test.

The test-retest method is generally less useful than other methods. In the present study it was not possible to repeat the three tests of comprehensibility of language used in the textbooks (viz., Science, Social Studies and Hindi) as it is a pilot project and to cover almost all the sample of 500 children for the three tests once again was a very time consuming task. Moreover, the test-retest method estimates the reliability less accurately of a test which contains novel features and is highly susceptable to practice.

The split-half method was again not possible in practice because of the types of items used in the tests. In the split-half method, the test is first divided into two equivalent "Values" and the correlation is found for these half-tests. Here the difficulty arose as how to split half the comprehension paragraph. This type of finer

technical method would have spoiled the purpose of the tests.

In the present study the parallel forms method has been used to estimate the reliability of the three tests The three test forms viz, the comprehensibility of language used in the textbook of Science, comprehensibility of language used in the textbook of Social Studies and the comprehensibility of language used in the textbook of Hindi, are mostly alike in the sense that test materials for linguistic content, difficulty and form are more or less matched. Precaution has been taken to see that the items in the three tests are not too similar. It is worth mentioning that for well—made standard test, the parallel forms method is usually the most satisfactory way of determining the reliability.

The co-efficient of correlation between the comprehensibility of language test in Science and comprehensibility of language test in Social Studies came out to be .6937, which is moderately high correlation.

The co-efficient of correlation between the comprehensibility of language test in Science and comprehensibility of language test in Hindi came out to be .7505, which is highly correlated.

The co-efficient of correlation between the comprehensibility of language test in Social Studies and the comprehensibility of language test in Hindi came out to be .8111, which is quite high correlation.

From the above three values of "r" it can be safely said that the three tests are highly reliable.

The method of "Rational Equivalence" for estimating reliability was again not feasible to apply for the present study, specially due to length of the three tests.

The validity of a test depends upon the fidelity with which it measures what it purports to measure. In the present study "content validity" is employed in the selection of items of the three tests. The validation of content through competent judgement is most satisfactory when the sampling of items is wide and judicious.

The present study also employes the "face validity" to standardize the instrument as outcome of the study. A test is said to have validity when it appears to measure what it intends to measure i.e. what the author thought he was measuring. Face validity is again necessary when the investigators decide what items are suitable for children of a particular age group.

The items prepared for try-out for the three tests were placed before the expert committee and they were modified or discarded in accordance with the judgements of the experts. After try-out, and before preparing the final draft, all the items of the three tests were once again placed before the experts. It is the expert committee who retained the test items for the final form according to difficulty value and discriminating power. Several instructions of the three tests were modified for easy understanding of the children, out of the field experiences.

Therefore the three tests are also valid.

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CHAPTER IV

Linguistic Analysis of Textbooks and Spoken and Written Language of Children

THE major objective of the present study is to measure the comprehensibility of the language used in the textbook with reference to its learners. Generally, the textbooks are prepared in a graded manner, keeping in view the levels of general development and language competence of the children who are the real users of these textbooks. As discussed in the introduction, it is necessary to analyse the content and the language used in the textbooks and the linguistic competence of the learner before tests are constructed for the measurement of the comprehensibility of the language used in the textbooks. In other words, it is essential to analyse the content of the textbooks both ideational as well as linguistic for the construction of comprehensibility tests.

The author of the textbook is supposed to be aware of the linguistic content to be given in the language textbook and the thematic content in the subject textbook. By linguistic content we mean the vocabulary, sentence types and structures, phrases and clauses etc., used in the textbook. Before writing a textbook for a particular grade, the author is supposed to know the size of the vocabulary of the children reading in the previous grade. The questions like, how many words the children know at a particular grade, which words they use in their conversation, what are the vocabulary demands of the curriculum at successive levels, how new vocabulary can be introduced, how often a word should be repeated for complete comprehension and what should be the length of the sentences for the children of a particular grade, need serious consideration before hand.

It can be assumed that the vocabulary, sentence types and structure used by children in their spoken and written language, if used in textbooks, may be more comprehensible to the learners.

Therefore, an attempt has been made to collect the spoken and written vocabulary, structures and types of sentences used by the children and those used in the textbooks of Hindi, Social Studies and Science, prescribed by the State Govt. of Rajasthan for grade III. The data so collected have been analysed linguistically and have been used while constructing the test items.

The Govt. of Rajasthan has prescribed the following textbooks for grade III in Hindi, Social Studies and Science. These textbooks are as follows :

1. Hindi Tisari Pustak —Hindi
2. Samajik Gyan (Kaksha teen) —Social Studies
3. Vigyan (Kaksha teen) —Science

The identification data with regard to each textbook was analysed and tabulated which is shown in the table 4.1 :

TABLE 4.1

Identification Data of the Textbooks

Sl. No.	*Points*	*Subjects*		
		Hindi	*Social Studies*	*Science*
1.	Name of the textbook	Hindi, Tisari Pustak,	Samajik Gyaan (Kaksha teen)	Vigyan (Kaksha teen)
2.	Author	Rajasthan State Text book Corporation,	Rajasthan State Textbook Corporation,	Rajasthan State Text-book Corporation,
3.	Publisher	Jaipur	Jaipur	Jaipur.
4.	Year and Place of Publication	1979, Jaipur	1979, Jaipur	1979, Jaipur
5.	Subject area	Hindi	Social Studies	Science
6.	Number of Chapters	32	25	26
7.	Number of Pages	126	106	114
8.	Average number of lines per page	20	20	20
9.	Average number of words per line	10	11	11
10.	Size of the book	Crown Quarto	Crown Quarto	Crown Quarto

After this an analysis sheet was developed for the content analysis of each book. The content analysis of these textbooks was done under the following heads— 1. Serial number of Chapter; 2. Title of the Chapter; 3. Form and Format of Literature; 4. Number of Paragraphs, Stanza/dialogues, 5. Main theme of the Chapter; 6. Number of Illustrations; 7. Number and types of exercises and 8. Content of the lesson.

The content analysis of the textbook was done for constructing the test items for measuring the comprehensibility of language because it was to be assured that no content which was not reflected in the textbook is allowed to be included in the test items. Then the test items of different types were prepared for measuring the comprehensibility. After the content analysis and the construction of test items for different comprehensibility tests, the content of both i.e. textbook and the test items was compared and assured that all the content given in a particular book was covered in the test items and that no such content which was not covered in the textbook appeared in the test items.

The following tables show the distribution of content of the textbook in different tests.

TABLE 4.2

Content Coverage of Science Book and the Number of Test Items with their Level and Domain

Unit I

Lesson No. of Test Items	*Page No. of Test Items appeared in the book*	*Domain of Test Items*	*Level of Test Items*	*Total No of Test Items*
15	67	1	1	1
4	17	1	1	3
23	103	1	1	
24	105	1	1	
16	69	1	1	3

1	2	3	4	5
12	54		1	
5	21	1	2	
11	52	1	2	3
8	33	1	2	
17	72	1	2	
14	62	1	2	3
7	29	1	2	
10	43	1	3	
11	50	1	3	3
25	107	1	3	
11,17,17, 11,16,11, 16,11,17,11	46,72,73,46,71, 51,71,50,74,49.	1	3	
20,20,15, 20,4,20	88,85,68,88,14, 85.	1	3	4
5,2,3,3,18, 3,24	21,6,,9,9,77,10, 105.	1	3	
3,3,3,9,3,5, 15,3,3,9.	10,10,10,38,9, 22,65,9,9,40.	1	3	
5	21	1	3	
14	62	1	3	3
9	39	1	3	

Unit II

PART ONE

Lesson of the Test Item	*Page No. of the Test Item appeared in the book*	*Domain of Test Items*	*Level of Test Items*	*Total No. of Test Items*
4	15	2	1	2
19	79	2	1	
1,3,11,14,16,15,6	1,10,11,50,60,70, 64,65,27.	2	2	44

PART TWO

1	2	3	4	5
2	6	2	3	
9	40	2	3	2
10	44	2	3	
6	27	2	3	
5	21	2	3	4
4	15	2	3	
5	21	2	3	
1	5	2	3	3
21	90	2	3	
21	90	2	3	
13	57	2	3	4
8	34	2	3	
1	3	2	3	
4	17	2	3	
4	17	2	3	5
9	38	2	3	

1	2	3	4	5
3	10,11	2	3	
13	57	2	3	
14	60	2	3	
11	47	2	3	3
12	54	2	3	
6,21,9,5,26	26,90,39,20,113,	2	3	5
5,4,22	19,17,99	2	3	4

Unit III

PART ONE

1	2	3	4	5
24,11,17,26,8	106,51,72-73,112,33.	3	1	5
8,9,15,16,18	34,37,67,70,76	3	1	5
26,15,16,4	109,64 70,17	3	1	4
21,10	90,42	3	2	2
14,21,11,6,4,13,5	62,94,47,27,17,57,21.	3	2	7
5,21,11	22,93,50	3	2	3

PART TWO

1	2	3	4	5
3,5,22,11,19,21	10,21,100,50,80,90	3	3	6×3=18
4,13,14,7,21, 16,18	14,57,60,31,94,70,77	3	3	7
7,22,25	31,100,108	3	4	3

Content Coverage of Social Studies Book and the Number of Test Items with their Level and Domain

Unit I

Lesson No, of Test Items	*Page No. of Test Items appeared in the Book*	*Domain*	*Level*	*Total No. of Test Items*
4,23	17,95	1	1	3
6,4	25,15	1	1	2
1,8,17	4,75	1	2	3
6	27	1	2	2
16,15,14,13,18	71,68,64,59,78	1	3	
24,2,11,23,11,	100,6,50,96,50	1	3	4
7,24,7,24,7	30,99,30,99,30	1	3	
23,23,23,	96,96,96,	1	3	
7,5,7,5,7,7,5,7,9	30,19,30,20,30,30 19,30,41	1	3	2
2,2,2,2,2,2,2,2	7,8,6,8,7,7,6,8,	1	3	
3,4,20,11.	12,17,84,50.	1	4	4

Unit II

PART ONE

1	2	3	4	5
23,10	95,44	2	1	2
1,2,4,,12,15,16, 17	1,7,15,53,69,70,73,76	2	2	=51

PART TWO

1	2	3	4	5
10,10,4	44,43,15	2	3	4
4,1	17,1	2	3	2
1,24,5,2	4,101,19,6	2	3	4
9,14,16	41,64,71	2	3	3
23,5,18,17	97,19,79,76	2	3	4
13,1,1,4	59,1,2,15	2	3	4
2,2,1,11	9,89,4,48	2	3	4
16,12,24,16	73,54,99,72	2	4	4

Unit III

PART ONE

1	2	3	4	5
8,16,4	39,71,15	3	1	3
25,11,24,5,4,5	104,48,101,21,15,19	3	1	6
23,5,2	96,19,9	3	1	3
12,12	52,52	3	1	3
5,7	19,30	3	2	2
24,1,12,10,12, 23,8	99,4,53,46,57,95, 39	3	2	7
10,23	46,96	3	2	2

PART TWO

1	2	3	4	5
16,20,9,5,8	71,85,40,20,38	3	3	5×3=15
16,17,18,19,20, 15,23,5	72,66,80,82,86,70, 96,21	3	3	8
7,7,7,7	30,30,30,30	3	4	4
16,22,14	71,94,65	3	4	3

Content Coverage of Hindi Book and the Number of Test Items with their Level and Domain

Unit I

Lesson No. of Test Items	*Page No. of Test Items Appeared in the Book*	*Domain*	*Level*	*Total No. of Test Items*
11,6,12,29	37,18,41,109	1	1	4
24,20	92,79	1	1	2
5,17	14,63	1	2	2
24,27,8	91,106,26	1	2	3
15,15,32,8	58,58,124,25	1	3	
9,4,4,9	30,12,12,31	1	3	
14,18,14,14	49,64,51,50	1	3	4
19,19,19,19	71,71,71,71	1	3	
15,5,26,9,15, 26, 26,5	55,14,99,29,56,98, 100,16	1	3	
27,27,27,19,27,27, 19,19	104,104,105,71,105, 104,71,71	1	3	2
12,1,11	42,1,38	1	4	3

Unit II

PART ONE

1	2	3	4	5
6,14	22,51	2	1	2
2,8,12,15,17,18,21	3,27,44,53,61,68,81	2	2	43

PART TWO

1	2	3	4	5
27,23,17,16	103,86,62,58	2	3	4
9,9,	29,30	2	3	4
14,18,17,2	50,65,60,5	2	3	4
2,2,8,5	5,5,25,15	2	3	4
2,12,18,15	5,45,65,55	2	3	4
21,24,26	80,90.100	2	3	4
3,18,20,27,32	9,67,75,104-105,125	2	4	5

Unit III

PART ONE

1	2	3	4	5
2,23,26,24	5,86,100,91	3	1	4
20,17,8,21	78,60,26-27,82	3	1	4
2,16,25,20	3,58,96,74	3	1	4
19,25,31	71,96,120	3	2	3
15,30,29,21,3,6	56,115,109,80,8,21	3	2	6
17,5,6	60,15,20	3	2	3

PART TWO

1	2	3	4	5
6,8,20,24,30	18,25,74-75,40,115	3	3	5×3 =15
14,12,12,20,6,24,11	51,45,43,73,21,92,37	3	3	7
23,23,27	87,87,104	3	4	3

*Domain 1. stands for vocabulary
" 2. stands for syntactic
" 3. stands for concepts

**Level 1. stands for recognition level of test items
" 2. stands for translation " " "
" 3. stands for interpretation " " "
" 4. stands for extrapolation " " "

Linguistic Analysis of Textbooks

The present study was launched as a pilot project to explore the feasibility of conducting a study on a wider scale. Limitation of time was a great considerable factor. It was, therefore, decided that every fifth page of Hindi, Social Studies and Science textbooks may be taken as a sample page and analysed linguistically. Thus, twenty six pages of Hindi textbook, twenty one pages of Social Studies textbook and twenty three pages of Science textbook were analysed on the following factors.

1. Analysis of Sentences 2. Analysis of Vocabulary i.e. the nouns, adjectives, adverbs and verbs.

Analysis of Sentences

All the sentences given in the sample pages of the three textbooks were transferred on reference cards and then analysed in terms of simple, compound and complex sentences. The table below indicates the number of sentences of all the three categories appeared in the sample pages of the three textbooks.

The length of the sentence i.e. the words used in each sentence was also analysed. The following table presents number and percentage of words used in different types of sentences in Hindi, Social Studies and Science textbooks.

TABLE 4.3

No. and Percentage of Different Types of Sentences given in Sample Pages of Textbooks

Subject Area \ Types of sentences	No. of Simple sentences	% age	No. of Compound sentences	% age	No. of Complex sentences	% age	Total
Hindi	201	55 99	110	30.64	48	13.37	359
Social Studies	226	61.41	128	34.78	14	3.80	368
Science	245	69 80	91	25.92	15	4 27	351

TABLE 4.4

No. and Percentage of Different Types of Sentences with No. of Words used in Sample Pages of Science, Social Studies & Hindi Textbooks

Class interval for words \ No. and type of sentences	No. of different type of sentences used in Social Studies Textbook			No. of different type of sentences uszd in Science Textbook			No. of different type of sentences used in Hindi Textbook		
	Simple	Compound	Complex	Simple	Compound	Complex	Simple	Compound	Complex
1 — 2	0	0	0	0	0	0	10	0	2
3 — 4	17	0	0	15	0	0	51	3	0
5 — 6	42	1	0	35	0	0	53	4	3
7 — 8	64	5	1	58	1	2	27	6	1
9 — 10	45	9	3	58	8	2	30	16	3
11 — 12	25	8	2	34	12	1	16	24	5
13 — 14	24	18	3	29	18	1	6	10	8
15 — 16	4	15	3	9	9	2	4	11	2
17 — 18	1	13	0	6	8	2	2	10	1
19 — 20	1	14	0	1	13	1	2	7	3
21 — 22	0	9	1	0	6	1	2	5	2
23 — 24	0	12	1	0	3	2	0	4	0
26 — 26	2	7	0	0	7	0	0	0	1
27 — 28	1	5	0	0	1	0	0	8	9
29 — 30	0	3	0	0	3	0	0	2	0
31 — 32	0	4	0	0	1	0	0	0	0
33 — 34	0	3	0	0	1	1	0	0	1
35 - 36	0	1	0	0	0	0	0	0	1
37 — 38	0	0	0	0	0	0	0	0	0
39 — 40	0	1	0	0	0	0	0	0	0
41 — 42	0	0	0	0	0	0	0	0	0
43 — 44	0	0	0	0	1	0	0	0	0
Total	226	128	14	245	91	15	201	110	48
Percentage	61.41	34.78	3.80	69.80	25 92	4.27	55.99	30.64	13.27

Analysis of Words

All the words used in the sample pages of the three textbooks under study were transferred on reference cards and classified as Nouns, Adjectives, Adverbs and Verbs. It was difficult to classify Hindi Verbs like Nouns, Adjectives etc. from the point of view of their derivations into Tatsama, Tadbhav and Deshaj categories. Therefore, they have been analysed and studied separately, whereas all the Nouns, Adjectives and Adverbs as available in sample pages of the textbooks have been classified into three categories:

1. Tatsama
2. Tadbhava
3. Deshaja

The Hindi Vocabulary is made up of words derived from Indian or foreign, classical or modern language or borrowed from other languages or coined according to its own grammatical rules. This is true of almost all the cultivated literarcy languages but Hindi Grammarians generally classified the Hindi vocabulary as follows:

(a) Tatsama, Tadbhava, and Ardh-tatsama
(b) Deshaja
(c) Foreign

But in the present study the above mentioned classification of Hindi words has not been followed. They have therefore, been classified in the following three categories only:

1. *Tatsama* — Loan words from other languages in their original form.
2. *Tadbhava* — The words derived from source language but not used in their original form.
3. *Deshaja* — The words the origin of which is either not known or it is an original coinage of Hindi itself.

In other words we can say that Sanskrit, Arabic, Persian, English etc. are the source languages in Hindi vocabulary and a number of words have been borrowed from these languages either in their original form or borrowed with some phonological, grammatical or semantic change. Thus all the original words whether borrowed from Sanskrit, Arabic or Persian are treated as *Tatsama*. All other borrowed words with some form of semantic change are considered as *Tadbhava*. For instance the word 'Radio' which is borrowed from English without any change has been treated here as *Tatsama*, whereas the words 'Maches' derived from English word Match sticks has been considered as *Tadbhava*.

It is interesting to note that all the three types of the Hindi words mentioned above are available in all the three textbooks as well as in the spoken and written language used by the children. The total number of words used in each category as found in the sample pages of textbooks as well as in the written and spoken language of the children is given below:

TABLE 4.5

Total No. of Nouns, Adjectives, Adverbs and Verbs used in Sample Pages in Science, Social Studies and Hindi Textbooks and used by Rural and Urban Children in Spoken and Written Language

Parts of Speech	*Science*	*Social Studies*	*Hindi*	*Rural*	*Urban*
Nouns	327	310	346	361	465
Adjectives	76	62	101	76	103
Adverbs	46	34	40	25	54
Verbs	74	83	99	69	135

Further, all the Nouns, Adjectives, and Adverbs as found in the sample pages of the three books were classified under different categories on the basis of their derivation. The following table No. 4.6, 4.7 and 4.8 respectively indicate the total number of Nouns, Adjectives and Adverbs with their derivation.

TABLE 4.6

No. and Percentage of Nouns used in Sample Pages in Hindi, Social Studies and Science Textbooks

Textbooks	*TATSAMA*						*TADBHAVA*		*DESHAJA*		*TOTAL*
	Sanskrit	*% age*	*Arbo-Persian*	*% age*	*European and others*	*% age*	*No. of words*	*% age*	*No. of words*	*% age*	
Hindi	150	43.35	48	13.87	10	2.89	139	39.31	2	0.58	346
Social Studies	114	36.77	57	18.39	14	4.51	119	38.39	6	1.94	310
Science	143	43.73	30	9.17	18	5.50	131	40.06	5	1.53	327

TABLE 4.7

No. and Percentage of Adjectives used in Sample Pages in Hindi, Social Studies and Science Textbooks

	TATSAMA						TADBHAVA		DESHAJA		TOTAL
Textbook	*Sans-krit*	*% age*	*Arbo-Persian*	*% age*	*Euro-pean and others*	*% age*	*No of words*	*% age*	*No. of words*	*% age*	
Hindi	23	22 77	5	4 95	X	X	73	72.28	X	X	101
Social Studies	18	23.68	12	15.79	X	X	46	60.53	X	X	76
Science	12	19.35	7	11.29	X	X	43	69.35	X	X	62

TABLE 4.8

No. and Percentage of Adverbs used in Sample pages in Hindi, Social Studies and Science Textbooks

	TATSAMA						TADBHAVA		DESHAJA		TOTAL
Textbooks	*Sans-krit*	*% age*	*Abro-Persian*	*% age*	*Euro-; pean and others*	*% age*	*No of words*	*% age*	*No. of words*	*% age*	
Hindi	3	7 50	1	2 50	X	X	34	85.00	X	5.00	40
Social Studies	3	8 82	1	2.94	X	X	30	88.24	X	X	34
Science	11	23.91	3	6 52	X	X	32	69.57	X	X	46

Analysis of Verbs

All the verbs used in any form in the three textbooks were sorted out from the three subject books separately and they were transferred on the reference cards. Since no need was felt for different forms of the verbs as used in the textbooks or their frequency count, these verbs were reduced to their root verbs and counted. In other words, under the present study only the root verbs have been taken into consideration and not their different forms. Total number of verbal roots as used in the textbooks are . Hindi 99, Social Studies 83, and Science 74

Spoken Language of Children

For collecting the maximum number of spoken as well as written vocabulary of the children, several types of tests and techniques were used. Eight children (4 boys and 4 girls) from rural area and eight children (4 boys and 4 girls) from urban area were taken in the sample

Before starting questioning or giving tests, proper rapport was established with the children. The result was that the children did not hesitate in responding when they were asked questions based on the questionnaire prepared to collect their spoken language. The questionnaire had a number of questions of general interest to the children and were related to their day to day life and environment.

The total time schedule for the interviews with children ranged from 45 minutes to 60 minutes. Children were interviewed in two sittings with a time gap of half an hour to avoid monotony, bordom and fatigue. The interviews covered the following areas of information: Personal information, Parental information, Family information, Distance, Direction, Colours, Shapes, Size, Fruits, Environment, Culture, etc. All the interviews with

children were properly recorded on the tapes so that each and every word spoken by them may be considered linguistically while analysing the spoken language of the children.

The narrative technique was also employed for collecting the spontaneous speech of children. In the beginning they were shown the picture cards like that of animals, vehicles, flowers, eminent characters and famous children stories such as 'The Elephant and the Tailor', 'The Mouse and the Lion', 'The Crow and the Fox', 'The Thirsty Crow', etc. After the children had seen the pictures they were asked to tell all the things they saw and to narrate the stories based on these picture cards. The children's responses and the stories narrated by them were recorded on the tapes. It may be mentioned that the tape recorder did not create any problem between the interviewers and the interviewee. Children, particularly in urban schools, came forward with their spontaneous responses and narrated the stories, of course, sometimes in their local dialect.

Written Languages of the Children

All the sixteen children, who were selected randomly for collection of spoken language were also taken in the sample for the collection of written language. For the collection of written language from the sample children, the following five types of tests were administered on them:

(i) Essay Writing

Children were asked to write an essay on any subject of their choice. Many subjects related to their experiences and environment were suggested to them. This item was specifically used to test the skill of formal composition in children.

(ii) Sentence Making:

For testing the children's ability to use words appropriately, logically and correctly in sentences, they were given the words they had studied in their textbooks and were asked to make sentences with those words.

(iii) Synonyms:

Children were given some words from their textbooks and were asked to give their synonyms with a view to test whether they have understood the meaning of these words and their synonyms.

(iv) Antonyms:

Children were given words from their textbooks and were asked to give their antonyms in the same way as they were asked to give the synonyms.

(v) Fill in the Blanks:

Children were given two identical sentences out of which one was incomplete. They were asked to complete it with the help of their understanding which required logical thinking along with comprehension on the part of the children. Most of the sentences were framed on the basis of the content taken from their textbooks.

These items were administered on them in two or three sittings devoting one to two hours time in all but not more than 30 minutes were given in one sitting Generally the duration of a sitting was from 25 to 30 minutes in urban area but for the same test about 40 to 50 minutes were taken by the children in rural area.

Linguistic Analysis of Written and Spoken Language of Children

Before starting the linguistic analysis of written and spoken language of the sample children, the spoken data was transcribed in the traditional Hindi orthography. Every child's speech was heard again and again from the tape recorder and transcribed fully

Difficulties Faced in Transcription of Tapes

Inspite of the proper instructions; guidance and continuous encouragement and inspiration for speaking frankly, some children in rural area did speak in a very low tone. Hence, it took hours to transcribe their speech. These tapes were heard so many times during the process of transcription. After the completion of the transcription, linguistic analysis of the language data was undertaken. The spoken and written samples of the language data collected from the children was first transferred on cards in sentences.

Sentence Analysis

The sentences were then analysed on the basis of their structure and length. Sentences were then classified as simple, compound and complex

sentence. The number of words used in each sentence were also counted with a view to find out the length of sentences used by the children The sentence analysis revealed that generally children use simple sentences as they account for 86.44% of the total number of sentences available in written and spoken language of the sample children. The distribution of the total number of sentences used by the children in terms of simple, compound & complex sentences is given below:

TABLE 4 9

Different Type of Sentences used by Rural and Urban Children in Spoken and Written Language

No. of words used in different type of sentences	*Different type of sentences used by Urban and Rural Children in Spoken Language*						*Different Type of sentences used by the Urban and Rural Children in Written Language*					
	Rural			*Urban*			*Urban*			*Rural*		
Class Interval	*Simple*	*Compound*	*Complex*	*Simple*	*Compound*	*Complex*	*Simple*	*Compound*	*Complex*	*Simple*	*Compound*	*Complex*
1—2	381	0	0	354	0	0	0	0	0	0	0	0
3 4	180	0	0	337	0	0	37	0	0	35	0	0
5—6	128	0	0	140	0	9	84	4	0	77	1	0
7—8	36	0	9	136	1	20	34	9	0	15	2	0
9—10	11	0	3	38	6	33	16	9	0	4	4	0
11—12	12	0	2	11	8	24	2	7	0	0	2	0
13—14	0	0	1	3	5	26	0	7	0	0	6	0
15—16	0	0	2	0	4	10	0	10	0	0	2	0
17—18	2	0	0	1	0	14	0	3	0	0	0	0
19—20	0	0	0	0	0	10	1	1	0	0	0	0
21—22	0	0	0	0	1	2	2	2	0	0	0	0
23—24	0	0	0	0	0	1	0	1	0	0	0	0
25—26	0	0	0	0	0	2	0	0	0	0	0	0
27 -28	0	0	0	0	0	1	0	0	0	0	0	0
Total	750	0	17	1020	25	152	173	53	0	131	17	00
Percentage	97.79	0	2.21	85.22	2.08	12 69	76 55	23 45	0	88.51	11 48	00

Word Analysis

After the analysis of the sentences from the sample data of the spoken and written language of the children the work of word analysis was undertaken.

First of all, the words found in the written and spoken language of the children were transferred on reference cards and the grammatical category of every word was identified and indicated on it. The words were categorised as Nouns, Adjectives, Adverbs and Verbs. Cards of all the four categories were arranged alphabetically. The total number of words used by the rural and urban children in this spoken and written language as Nouns, Adjectives, and Adverbs are shown in the tables given below:

TABLE 4.10

No. and Percentage of Nouns used by Rural and Urban Children in Spoken and Written Language

	TATSAMA						*TADBHAVA*		*DESHAJA*		*TOTAL*
Area	*Sanskrit*	*% age*	*Arbo-Persian*	*% age*	*Europoan and others*	*% age*	*No. of words*	*% age*	*No. of words*	*% age*	
Rural	38	10 52	40	11.08	35	9.69	237	65.65	11	3.05	361
Urban	52	11.18	64	13 76	55	11.83	288	61 94	6	1.29	465

TABLE 4.11

No. and Percentage of Adjectives used by Rural and Urban Children in Spoken and Written Language

	TATSAMA						*TADBHAVA*		*DESHAJA*		*TOTAL*
Area	*Sanskrit*	*% age*	*Arbo-persian*	*% age*	*Euro-Pean and others*	*% age*	*No of words*	*% age*	*No. of words*	*% age*	
Rural	7	9 21	8	10 53	x	x	61	8 26	x	x	76
Urban	9	8 74	10	9.71	8	7.77	76	73 79	x	x	103

TABLE 4.12

No. and Percentage of Adverbs used by Rural and Urban Children in Spoken and Written Language

	TATSAMA						*TADBHAVA*		*DESHAJA*		*TOTAL*
Area	*Sanskrit*	*% age*	*Arbo-persian*	*% age*	*Euro-pean and others*	*% age*	*No of words*	*% age*	*No. of words*	*% age*	
Urban	x		x		x		54	100.00	x	x	54
Rural	x		x		x		52	88.00	3	12.00	25

TABLE 4.13

No of Verbs used by Rural and Urban Children in Written and Spoken Language

Area	*Rural*	*Urban*
No. of Root Verbs	69	135

CHAPTER V

Discussion and Interpretation

In this chapter the discussion and interpretation of linguistic data and tests results have been dealt in two parts. The first part of this chapter contains the discussion and interpretation of the linguistic data on three textbooks viz. Science, Social Studies and Hindi and linguistic data on spoken and written language by urban and rural children including types and number of sentences. The discussion and interpretation of linguistic data contains a critical analysis of nouns, verbs, adverbs, adjectives and sentence types used in three textbooks under study as well as spoken and written language of the children The comparison has been made on the basis of the frequency of the linguistic units.

The second part of this chapter contains the discussion and interpretation of the hypotheses formulated out of the linguistic analysis of the data and tests scores of comprehensibility of language used in textbooks.

The hypotheses related to urban and rural children and boys and girls on comprehensibility tests score has been judged by applying simple 't' test.

The hypotheses related to comprehensibility of language used in the three textbooks has been tested by applying correlated 't' test. In the second part, percentile norms of the three tests scores, viz. Science, Social Studies and Hindi have also been discussed.

Ten school teachers were recruited to assist in the administration of the final tests. Though initial training was imparted to them, still some of them helped the students in attempting the tests. A gross difference in the results of the schools where local teachers administered the tests and where the tests were administered by the project team, compelled the investigator to go into the depth of the problem. For this purpose, several hypotheses were formulated and they were tested by applying simple 't' tests or correlated 't' tests whenever it was applicable and these results have been included in the second part of this chapter.

PART I

LINGUISTIC ANALYSIS

Use of Nouns

The total number of nouns used in sample pages of Science, Social Studies and Hindi textbooks is 327, 310 and 346 respectively. The total number of nouns used by the children of rural areas in their spoken and written language is 363 and that of used by the children of urban areas is 466. The present analysis does not include the proper nouns. The difference in the number of nouns used in the three textbooks is not so large. When the number of nouns used in the spoken and written language of the urban children is compared with the number of nouns used in the spoken and written language of the rural children, the difference seems to be considerable as shown in Table 5.1.

TABLE 5.1

Total Number of Nouns, Adjectives, Adverbs and Verbs Used in the Sample Pages of Textbooks and Used by Rural and Urban Children in their Written and Spoken Lagnuage

Parts/Areas of speech	*Science Text-book*	*Social Studies Textbook*	*Hindi Text-book*	*Rural Children*	*Urban Children*
Nouns	327	310	346	363	466
Adjectives	62	75	103	76	103
Adverbs	46	34	40	26	53
Verbs	74	83	99	69	135

The three textbooks, i.e. Science, Social Studies and Hindi form a complete language curriculum of the grade three level. The Mathematics textbook contains comparatively limited language content. Since it uses mathematical numbers and symbols, it has not been taken into consideration. When the nouns, common in the curriculum and spoken and written language of the urban and rural children are taken into consideration, the picture becomes very much discouraging. Only 109 nouns are common in the curriculum i.e. in all the three textbooks and in the language of rural and urban children as is evident from table 5.2 below.

TABLE 5.2

Parts of Speech Used Commonly and Exclusively in the Sample Pages of Textbooks and by the Children

	T+U+R	*R+T*	*U+T*	*R+U*	*R*	*U*	*T*
Nouns	109	47	82	89	116	185	530
Adjectives	33	13	19	10	20	41	108
Adverbs	14	2	13	4	5	23	66
Verbs	41	5	32	13	10	49	80

T = Textbooks
U = Urban
R = Rural

The common assumption is that if the textbooks contain more and more words which are used by urban and rural children in their day to day life, then they may prove to be much more comprehensible to the children. But the present linguistic analysis highlights that only 109 common nouns are used in the textbooks which are also used by urban and rural children in their daily life 47 nouns are common in the textbooks and the spoken and written language of the rural children 82 nouns are common in the textbooks and the spoken and written language of the urban children whereas 89 nouns are common in the language of the rural and urban children. Therefore, the doubt about the language efficacy of the textbooks when compared with the number of nouns used by the children is proved to be correct.

Use of Verbs

When the use of verbs is considered, the picture is not so discouraging. The number of verbs used in the Science textbook is 74, in Social Studies textbook it is 83 and in Hindi it is 99. The number of verbs used by rural children is 69 and that of used by urban children is 135. What drawback is observed here that textbooks specially the author of the Social Studies textbook could use more verbs to satisfy the needs of the children. The urban children have used largest number of verbs in their spoken and written language. The textbook as a self learning material must introduce more verbs within the comprehensibility level of the children so that children can enrich their language through the varied linguistic content.

In case of nouns and verbs as well, a larger number of vocabulary have been used by the urban children. The immediate cause is the environment. Most of the urban children in our country enjoy a more literary atmosphere in their family and outside the family. The influence of mass media like radio, TV, newspapers, periodicals cannot be overruled. The experience in the present study also highlights the enriched teaching aids and appliances used by the teachers in urban schools. All these factors have direct impact on the development of children's linguistic ability. There are only 41 common verbs which have been used by the rural and urban children in their spoken and written language and by the textbook authors. 5 verbs are common in the language used by the rural children and textbooks and 32 verbs are

common in the language used by urban children and textbooks. Here the gap between rural and urban children with textbooks is again large. Only 13 verbs are common in the vocabulary of urban and rural children. The gap between rural children plus textbooks and urban children with textbooks is quite obvious. The immediate reason is the enriched literary environment which prevails in the urban areas as already mentioned.

Use of Adverbs

The number of adverbs used by the textbooks authors in the three textbooks, viz. Science, Social Studies and Hindi are 46, 34 and 40 respectively, which indicates a consistency among the three textbooks. The number of adverbs used by the rural children in their spoken and written language is 26 whereas the adverbs used by the urban children is 53. The three textbooks have partially failed to discharge their one of the major objectives of introducing new adverbs particularly for effective use of the urban children. Children of the urban areas could use more adverbs in their spontaneous language than the adverbs used by the textbook authors.

At least twice the number of adverbs have been used by the urban children in comparison to rural children. Only 14 adverbs are common in the spoken and written language of the urban and rural children and the textbooks. 4 adverbs are common in the spoken and written language of the rural and urban children, 2 adverbs are common in the textbooks and spoken and written language of the rural children and 13 adverbs are common in the textbooks and spoken and written language of the urban children. The textbooks here again failed to use more common adverbs which are used in the spontaneous speech and writings of rural and urban children.

Use of Adjectives

Somewhat different picture is found when the use of adjectives is considered. The number of adjectives used in Hindi textbook is 103, Science textbook 62 and in Social Studies textbook 75. The larger number of use of adjectives in the Hindi textbook may be supported by the fact that several natural descriptions are presented in the Hindi textbook. Therefore, the use of larger number of adjectives in the Hindi textbook can be justified only because of the variety of thematic content.

The number of adjectives used by rural children is 76 and that of used by urban children is 103. The difference seems to be obvious because of the environment. The Hindi textbook has maintained some sort of consistency in using the number of adjectives when compared with the urban children and Science and Social Studies textbooks when compared with the language of rural children.

The adjectives common in textbooks and spoken and written language of children is 33, in textbooks and spoken and written language of rural children is 13, in textbooks and spoken and written language of urban children is 19. In this particular aspect the difference seems to be little high. Only 33 common adjectives have been used by the textbooks writers.

Only 10 adjectives are common in the spoken and written language of rural and urban children. Special care is needed in using the adjectives in textbooks to maintain the consistency with the rural and urban children.

Again, critical analysis of linguistic data obtained from linguistic analysis of textbooks and linguistic analysis of spoken and written language of the children explores a new dimension. It has been observed that several nouns, adjectives, verbs and adverbs which are used in textbooks, and in spoken and written language by the urban and rural children are unique in character, i.e. there is large number of such specific nouns, adjectives, verbs and adverbs which are used either only in textbooks or only by rural children in their spoken and written language (Table 5.2). A discussion of these cases may highlight certain important facts.

The specific nouns used by the authors of the textbooks is 530 whereas the specific nouns used by children of rural and urban areas in their spoken and written language is 116 and 185 respectively. It may be expected that there may be

some consistency in using the specific nouns by the authors. The gap between textbooks and urban children's language, and textbooks and rural children's language is quite large.

At the same time it is to be taken into consideration that textbooks are the means of introducing new words to the children. This fact cannot be ignored. But, if the rate of introducing new words in the textbooks is high which is out of the comprehensibility level of the children then the textbooks may not prove to be effective in making the children well acquainted with the new vocabulary introduced for the purpose. Again, there is a major difference in the quantum of specific nouns used by the urban children and used by the rural children in their spoken and written language. The common assumption that urban children are more advanced in the variety of language in general and in the use of specific vocabulary is supported by the findings of the present study.

80 specific verbs have been used in the textbooks. These 80 verbs have not been used either by the rural children or by the urban children in their spoken and written language. 10 specific verbs have been used by rural children and 49 specific verbs have been used by urban children. The most interesting fact here is that about double the specific verbs have been used in textbooks in comparison to urban children. Eight times specific verbs have been used in the textbooks when compared with rural children. Thus, the ratio of specific verbs used in textbooks, and used exclusively by urban and rural children is 8·5:1. The general assumption that the authors of the textbooks in rare cases take care of the linguistic content while preparing textbooks as well as the language comprehension level of the children, is supported by the above analysis. Use of larger number of uncommon verbs may make the content of the textbook more difficult for the learner. However, the difference is not so large between language of urban children and the textbooks.

The number of adjectives exclusively used in the textbooks and in the spoken and written language of the urban and rural children is 108, 41 and 20 respectively. The number of such adjectives which are not used by the children, particularly the rural children and which have been used exclusively in the textbooks seems to be considerably high. There should be some rationale, if not empirical evidence, for introducing new words, particularly adjectives, which are rarely used by the rural children in their day to day conversation.

The number of specific adverbs used by the textbook authors again seems to be high in comparison to the use of such adverbs by rural children. The ratio of the use of specific adverbs by the textbooks authors and the rural children is 13:1 whereas between textbooks and the urban children this ratio is 3 1. Even there is a vast difference in the use of adverbs between urban and rural children.

Two facts can easily be inferred from the above analysis of the use of parts of speech in textbooks and their use by the children in their spoken and written language. One is that hardly any care is taken regarding the quantum and difficulty level and the types of linguistic content to be introduced in the textbooks by the authors and even the curriculum framers. Second thing is that there is a wide gap between the language knowledge of urban and rural children. Reasons may be several. But most important thing is that due care should be taken to the language ability of rural children while preparing the textbooks so that they may comprehend the content of the textbooks equally well.

Analysis of Sentences

A critical analysis of sentences in the three textbooks and the spoken and written language of the urban and rural children highlights several facts. In the sample pages of Hindi textbook 55.99% simple sentences, 30.64% compound sentences and 13.37% complex sentences are used. In Social Studies textbook 61.41% simple sentences, 34.78% compound sentences and 3.80% complex sentences are used. In Science textbook, 69.80% simple sentences, 25.92% compound sentences and 4.27%

TABLE 5 3

No. and Percentage of Different type of Sentences with No of Words used in Sample Pages of Science, Social Studies and Hindi Textbooks

Class Interval for words / No. and type of sentences	No. of different type of sentences used in Social Studies Textbook			No of different type of sentences used in Science Textbook			No of different type of sentences used in Hindi Textcook		
	Simple	Compound	Complex	Simple	Compound	Complex	Simple	Compound	Complex
1	2	3	4	5	6	7	8	9	10
1—2	0	0	0	0	0	0	10	0	2
3—4	17	0	0	15	0	0	51	3	10
5—6	42	1	0	35	0	0	53	4	3
7—8	64	5	1	58	1	2	27	6	3
9—10	45	9	3	58	8	2	30	16	5
11—12	25	8	2	34	12	1	16	14	8
13—14	24	18	3	29	18	1	6	10	6
15—16	4	15	3	9	9	2	4	11	2
17—18	1	13	0	6	8	2	2	10	3
19—20	1	14	0	1	13	1	2	7	1
21—22	0	9	1	0	6	1	0	5	2
23—24	0	12	1	0	3	2	0	4	0
25—26	2	7	0	0	7	0	0	0	1
27—28	1	5	0	0	1	0	0	8	0
29—30	0	3	0	0	3	0	0	2	0
31—32	0	4	0	0	1	0	0	0	0
33—34	0	3	0	0	1	1	0	0	1
35—36	0	1	0	0	0	0	0	0	1
37—38	0	0	0	0	0	0	0	0	0
39—40	0	1	0	0	0	0	0	0	0
41—42	0	0	0	0	0	0	0	0	0
43—44	0	0	0	0	1	0	0	0	0
Total	226	128	14	245	91	15	201	110	48
Percentage	61.41	34.78	3.80	69 80	25 92	4.27	55 99	30.64	13.37

TABLE 5 4

No. and % age of Different Type of Sentences with No. of Words used by Rural and Urban Children in Spoken and Written Language

Class Interval for words \ No & type of Sentences	Different Type of Sentences by Urban and Rural Children in Spoken Language						Different Type of Sentences Used by Urban and Rural Children in Written Language					
	Rural			Urban			Rural			Urban		
	Simple	Compound	Complex	Simple	Compound	Complex	Simple	Compound	Complex	Simple	Compound	Complex
1–2	381	0	0	354	0	0	0	0	0	0	0	0
3–4	180	0	0	337	0	0	37	0	0	35	0	0
5–6	128	0	0	140	0	9	84	4	0	77	1	0
7–8	36	0	9	136	1	20	34	9	0	15	2	0
9–10	11	0	3	38	6	33	16	9	0	4	4	0
11–12	12	0	2	11	8	24	2	7	0	0	2	0
13–14	0	0	1	3	5	26	0	7	0	0	6	0
15–16	0	0	2	0	4	10	0	10	0	0	2	0
17–18	2	0	0	1	0	14	0	3	0	0	0	0
19–20	0	0	0	0	0	10	0	1	0	0	0	0
21–22	0	0	0	0	1	2	0	2	0	0	0	0
23–24	0	0	0	0	0	1	0	1	0	0	0	0
25–26	0	0	0	0	0	2	0	0	0	0	0	0
27–28	0	0	0	0	0	1	0	0	0	0	0	9
Total	750	0	17	1020	25	152	173	53	0	131	17	0
Percentage	97 79	0	2.21	85.22	2.08	12 69	76.55	23 45	0	88.51	11.48	0

complex sentences are used (Table 5.3). Some sort of consistency is observable in the use of sentences in the three textbooks. Several concepts, ideas are introduced in the Science textbook and it may be assumed that if they are introduced in the Science textbook and it may be through simple sentences, they would be more comprehensible to the grade three children. Here the author of the textbook could introduce the content by using more and more simple sentences in the Science textbook. At the same time the use of compound and complex sentences cannot be discouraged Children could be made familiar with the use of compound and complex sentences through Hindi and Social Studies textbooks and here such type of efforts are made.

Urban children have used 85.22% simple sentences, 2.08% compound sentences and 12.69% complex sentences in their spoken language whereas in their written language they have used 76.55% simple sentences and 23.45% compound sentences (Table 5.4). The rural children have used 97.79% simple sentences and 2 21% complex sentences in in their spoken language, and 88.51% simple and 11.48% compound sentences in their written language. Both the rural and the urban children have used large number of simple sentences in their spoken and written language. The use of compound sentences in case of spoken language by rural children is nil and even in case of urban children also it is only 2.08%. The use of complex sentences in spoken language of rural children is 2.21% whereas in case of urban children it is 12 69%. The use of compound sentences in written language of rural children is 11.48% and 23.45% for urban children. The use of complex sentences in case of written language of rural and urban

children is zero. The use of compound and complex sentences is larger by urban children in both written as well as in spoken language.

TABLE 5.5

No and Percentage of Sentences used by Rural Children in their Spoken and Written Language

Type of Sentences	*Simple*	*Compound*	*Complex*	*Total*
Total No of Sentences	881	17	17	915
Percentage	96 28	1.86	1.86	100.00

TABLE 5.6

No and Percentage of Sentences Used by Urban Children in their Spoken and Written Language

Type of Sentences	*Simple*	*Compound*	*Complex*	*Total*
Total No. of Sentences	1193	78	152	1423
Percentages	83 84	5.48	10.68	100 00

TABLE 5 7

No and Percentage of Sentences Used by Rural and Urban Children in their Spoken and Written Language

Type of Sentences	*Simple*	*Compound*	*Complex*	*Total*
Total No of Sentences	2074	95	169	2338
Percentage	88.70	4.06	7 23	99.99

The use of larger number of compound and complex sentences by urban children indicate their better capacity of language behaviour.

If spoken and written languages are taken together then the number of simple sentences used by rural and urban children comes to be 96.28% and 83.84% respectively (Table 5.5 and Table 5.6). 1.86% compound sentences are used by rural children and 5.48% by urban children. In case of complex sentences rural children have used 1.86% whereas urban children have used 10.68%. This again clearly indicates the advantage of the urban children over rural children in language usage as they have used more compound and complex sentences.

If the total number of sentences used by urban and rural children in their written and spoken language are taken together then out of the total number of sentences 88.70% simple sentences, 4.06% compound sentences and 7.23% complex sentences are used by the children (Table 5.7).

Now in Hindi textbook out of total sentences under sample, 55 99% sentences are simple whereas rural children in their language have used 96.28% simple sentences and urban children have used 83.84% simple sentences. The use of simple sentences in the Hindi textbook is not consistent with the use of simple sentences in the spoken and written language of the rural and urban children. The use of compound sentences in Hindi textbook and by rural and urban children in their language is 30.64%, 1.86% and 5.48% respectively, which is not again consistent. The use of complex sentences in the Hindi textbook and by rural and urban children in their spoken and written language is 13 37%, 1.86% and 10.68% respectively. The trend appears to be the same between Hindi textbook and urban children's language and not between Hindi textbook and rural children's language. The common assumption that textbooks are written in urbanized language, is supported partially by this analysis.

Out of the total sentences in the Social Studies textbook, 61.41% are simple sentences, 34.78% compound sentences and 3.80% complex sentences. The rural children in their language have used 96.28% simple sentences, 1.86% compound sentences and 1.86% complex sentences. The urban children in their language have used 83.84% simple sentences, 5.48% compound sentences and 10.68% complex sentences. The use of simple sentences in Social Studies textbook is not consistent with the use of simple sentences by rural and urban children. As a result, the language of the textbook may act as a barrier in the comprehensibility of the children This is true in the use of compound sentences also.

The use of simple sentences in the Science textbook is 69.80%, compound sentences 25.92% and complex sentences 4.27%. The gap between the use of simple sentences in Science textbook and the

language of the children is quite large and this in turn may act as a barrier in the comprehensibility of the children. This is true in case of use of compound and complex sentences also

TABLE 5.8

No. and Percentage of Sentences used in the Sample Pages of Total Curriculum (Three Textbooks)

Type of Sentences	*Simple*	*Compound*	*Complex*	*Total*
Total No. of Sentence	672	322	77	1078
Percentage	62.34	30 51	7.14	99 99

TABLE 5.9

No. and Percentage of Words in Different Type of Sentences used in Sample Pages of Hindi Textbook

No of words	*Type of Sentence*	*Simple sentences*	*Compound sentences*	*Complex sentences*
1		0	0	0
2		10	0	2
3		18	1	5
4		33	2	5
5		30	1	2
6		23	3	1
7		15	1	1
8		12	5	2
9		15	8	4
10		15	8	1
11		11	10	2
12		5	14	6
13		4	2	3
14		2	8	3
15		4	5	1
16		0	6	1
17		2	4	1
18		0	6	2
19		0	2	0
20		2	5	1
21		0	3	1
22		0	2	1
23		0	3	0
24		0	1	1
25		0	0	0
26		0	0	1
27		0	5	1
28		0	3	0
29		0	2	0
30		0	0	0
31		0	0	0
32		0	0	0
33		0	0	0
34		0	0	0
35		0	0	0
36		0	0	0
Total		201	110	48=359
Percentage		55 99	30 64	13.37=100 00

TABLE 5.10

No and Percentage of Words in Different Type of Sentences used in Sample Pages in Social Studies Textbook

No. of Words	*Type of sentences*	*Simple sentences*	*Compound sentences*	*Complex sentences*
1		0	0	0
2		0	0	0
3		2	0	0
4		15	0	0
5		17	1	0
6		25	0	0
7		26	5	0
8		38	0	1
9		33	3	3
10		12	6	0
11		16	5	1
12		9	3	1
13		17	6	2
14		7	12	1
15		1	8	2
16		3	7	1
17		1	7	0
18		0	6	0
19		1	4	0
20		0	10	0
21		0	6	0
22		0	3	1
23		0	8	1
24		0	4	0
25		1	4	0
26		1	3	0
27		0	3	0
28		2	2	0
29		0	2	0
30		0	1	0
31		0	3	0
32		0	1	0
33		0	2	0
34		0	1	0
35		0	0	0
36		0	1	0
40		0	1	0
Total		226	128	14=368
percentage		61.41	34.78	3.80 99.99

TABLE 5.11

No. and Percentage of Words in Different Type of Sentences used in Sample Pages of Science Textbook

No. of Words \ *Type of sentences*	*Simple sentences*	*Compound sentences*	*Complex sentences*
1	0	0	0
2	0	0	0
3	7	0	0
4	8	0	0
5	18	0	0
6	17	0	0
7	26	1	0
8	32	0	2
9	29	3	0
10	29	5	0
11	19	6	2
12	15	6	1
13	16	6	0
14	13	12	1
15	6	7	1
16	3	2	1
17	1	5	0
18	5	3	2
19	1	6	0
20	0	7	1
21	0	4	1
22	0	2	0
23	0	1	2
24	0	2	0
25	0	1	0
26	0	6	0
27	0	1	0
28	0	0	0
29	0	1	0
30	0	2	0
31	0	1	0
32	0	0	0
33	0	1	1
Total	245	91	15=351
Percentaga	69.80	25.92	4.27 99.99

When the language of the three textbooks is considered as total language curriculum and when this is compared with the children's language the inconsistent number of use of sentences by the textbook writers are brought to light.

The use of simple sentences in the language curriculum is 62.34% (Table 5.8) whereas in children's language it is 88 70% (Table 5.7). The difference is moderately large.

The use of compound sentences in the textbooks is 30 51% whereas this is 4 06% in case of children's language This inconsistency may again act as a barrier in the comprehensibility of the language used in the textbooks. 7.14% complex sentences are used in the textbooks and 7.23% complex sentences are used by children in their language.

The use of complex and compound sentences in the textbooks at lower grades should not be discouraged. Actually it is through the textbooks that learners become familiar with the use of such big sentences. But what is expected is a consistency between the language of the textbooks and the language level of the children It is highly desirable that the use of compound and complex sentences should not go beyond the comprehension level of the children. Four words simple sentences (Table 5.9) are used in Hindi textbooks in the maximum number, eight words in Social Studies (Table 5.10) and eight words in Science textbook (Table 5.11). The inconsistency of Hindi textbook with other two textbooks is prevailing in this regard.

TABLE 5.12

Number of Words used in Different Types of Sentences by Children in Written Language

No of Words \ *Type of Sentences*	*Simple Sentences*	*Compound sentences*	*Complex sentences*
1	00	0	0
2	00	0	0
3	21	0	0
4	50	0	0
5	69	2	0
6	94	3	0
7	35	4	0
8	13	8	0
9	10	6	0
10	10	8	0
11	01	5	0
12	01	3	0
13	00	8	0
14	00	4	0
15	00	9	0
16	00	3	0
17	00	3	0
18	00	0	0
19	00	0	0
20	00	1	0

21	00	1	0
22	00	1	0
23	00	0	0
24	00	1	0
25	00	0	0
Total	304	70	00

TABLE 5.13

Number of Words used by Children in Spoken Language in Different Types of Sentences

No. of Words \ *Type of Sentences*	*Simple sentences*	*Compound sentences*	*Complex sentences*
1	381	0	00
2	354	0	00
3	317	0	00
4	200	0	00
5	148	0	00
6	120	0	10
7	104	0	15
8	070	1	14
9	031	3	16
10	018	3	19
11	011	6	12
12	012	2	15
13	002	3	16
14	001	2	14
15	000	2	06
16	000	2	06
17	001	0	07
18	000	0	04
19	000	0	04
20	000	0	05
21	000	0	01
22	000	0	01
23	000	1	01
24	000	0	00
25	000	0	01
26	000	0	01
27	000	0	00
28	000	0	00
29	000	0	01
30	000	0	00
Total	1770	25	169

The one word simple sentences (Table 5.13) are used in maximum number in spoken language by the children. And six words simple sentences (Table 5.12) are used in maximum number in written language by the children.

The 15 words compound sentences are used in maximum number in written language (Table 5.12) and 11 words in spoken language by the children (Table 5.13). Whereas 12 words compound sentences are used in Hindi textbook in maximum number, 14 words in Social Studies and 14 words in Science textbook. A consistency in using the number of words in compound sentences in three textbooks and children's language is observed.

In Hindi textbook 12 words complex sentences are used in maximum number whereas in Social Studies maximum number of sentences used are of 9 words. In Sciences 8, 10, 18 and 23 words complex sentences are used in maximum nnmber. No complex sentence is used in the written language by the children. The maximum number of words used in complex sentences in spoken language of the children is 10. What emerges from this analysis is that authors could safely use a few complex sentences in the textbooks of language and Social Studies and it is better not to use such sentences in Science Textbook. If at all they are used the number of words should not be too large.

TABLE 5.14

No. of Words and Different Type of Sentences used by Rural Children in Written Language

No of words \ *Type of sentences*	*Simple sentences*	*Compound sentences*	*Complex sentences*
1	0	0	0
2	0	0	0
3	18	0	0
4	17	0	0
5	26	0	0
6	51	1	0
7	13	1	0
8	2	1	0
9	2	2	0
10	2	2	0
11	0	2	0
12	0	0	0
13	0	4	0
14	0	2	0
15	0	2	0
Total	131	17	0

TABLE 5.15

No. of Words and their Corresponding Sentences used by Rural Children in Spoken Language

No. of words \ *Type of sentences*	*Simple sentences*	*Compound sentences*	*Complex sentences*
1	223	0	0
2	158	0	0
3	100	0	0
4	80	0	0
5	71	0	0
6	57	0	0
7	23	0	0
8	13	0	1
9	7	0	1
10	4	0	2
11	8	0	1
12	4	0	1
13	0	0	1
14	0	0	0
15	2	0	0
16	0	0	0
17	0	0	0
18	0	0	0
19	0	0	0
Total	750	0	7

TABLE 5.16

No. of Words used by Urban Children in Spoken Language in Different Type of Sentences

No. of Words \ *Type of sentences*	*Simple*	*Compound*	*Complex*
1	158	0	0
2	196	0	0
3	217	0	0
4	120	0	0
5	77	0	0
6	63	0	9
7	79	0	9
8	57	1	11
9	24	3	16
10	14	3	17
11	3	6	11
12	8	2	13
13	2	3	13
14	1	2	13
15	0	2	6
16	0	2	4
17	1	0	9
18	0	0	5
19	0	0	5
20	0	0	5
21	0	0	1
22	0	1	1
23	0	0	1
24	0	0	x
25	0	0	1
26	0	0	1
27	0	0	0
28	0	0	0
29	0	0	0
30	0	0	1
Total	1020	25	152

TABLE 5.17

No. of Words and their Corresponding Sentences used by Urban Children in their Written Language

No. of Words \ *Type of sentences*	*Simple*	*Compound*	*Complex*
1	0	0	0
2	0	0	0
3	4	0	0
4	33	0	0
5	43	0	0
6	41	2	0
7	22	5	0
8	12	8	0
9	8	3	0
10	8	6	0
11	1	4	0
12	1	3	0
13	0	4	0
14	0	1	0
15	0	7	0
16	0	3	0
17	0	3	0
18	0	0	0
19	0	0	0
20	0	1	0
21	0	1	0
22	0	1	0
23	0	0	0
24	0	1	0
Total	173	53	0

Rural children in their written language have used maximum number of simple sentences of 6 words (51) whereas in the spoken language they have used maximum number (223) of one word simple sentences (Table 5.14 and Table 5.15). The urban children have used three words simple sentences in maximum number (271) in spoken language whereas in written language they have used maximum number (43) or 5 words simple sentences (Table 5.16 and 5.17).

Textbook writers have used maximum number of simple sentences of 4 words in Hindi, eight words in Science and Social Studies. Use of more number of words in simple sentences in science and Social Studies textbook may go beyond the comprehension of the children.

Seven words complex sentences in spoken language and thirteen words compound sentences in written language have been used in maximum number by rural children. 11 words compound sentences and 10 words complex sentences have been used by the urban children in their spoken language in maximum number. No complex sentence has been used by the urban and rural children in their written language.

PART II

DISCUSSION AND INTERPRETATION OF HYPOTHESES

Hypothesis 1 (a) refers to the relationship in the use of sentences between spoken and written language of the children. The total number of sentences used by the children in written language is 374 and that of spoken language is 1964. Out of 374 sentences in written language, 304 are simple sentences, 70 compound sentences and out of 1964 sentences in spoken language, 1770 are simple sentences, 25 compound sentences and 169 complex sentences. To test this hypothesis 3×2 contingency table (Table 5.18) is prepared. The value of chi-square came out to be 270.178. The degree of freedom is 2 here. The difference is significant at .01 level. Therefore, the hypothesis, that there is a significant difference in the use of sentence between spoken and written language of the children cannot be rejected. This highlights the fact that children have the ability to use more sentences in spoken language than in written language.

TABLE 5 18

Contingency Table of Types and Number of Sentences Used in Spoken and Written Language by the Children

Types of sentences	Written	Spoken	Total
Simple	304	1770	2074
Compound	70	25	95
Complex	00	169	169
	374	1964	2328

X^2=270.178, df=2, $p < .01$

TABLE 5.19

Contingency Table of Types and Number of Sentences Used in Spoken and Written Language by the children and Used in the Textbooks

Types of sentences	*Written and Spoken Language*	*Textbooks*	*Total*
Simple	2074	672	2746
Compound	95	329	424
Complex	169	77	246
	2338	1078	3416

X^2=479 864, df=2, $p < .01$

Hypothesis 1 (b) refers to the relationship in the sentences used in textbooks and used by children in their spoken and written language.

The total number of sentences used by children in their spoken and written language is 2338 and that of used in textbook is 1078. Out of 2338 total sentences, 2074 are simple sentences, 95 are compound and 169 complex sentences. Out of 1078 sentences used in textbooks, 672 are simple sentences, 329 compound and 77 complex sentences. To test the above hypothesis, contingency (Table 5.19) has been prepared and chi-square test is applied. The degree of freedom is 2 here. The value of X^2 came out to be 479.864. The difference is significant at .01 level. Therefore, the hypothesis, that there is a significant difference in the sentences used in textbooks and used by children in their spoken and written language, is retained. This highlights that children use significantly more sentences in their spoken and written language than the number of sentences used in their textbooks.

Hypothesis 1 (c) refers to the relationship in the number of sentences used by rural and urban children in their spoken and written language.

The total number of sentenees used by rural children in their spoken and written language is 915 and that of used by the urban children is 1423. Rural children have used 881 simple sentences, 17 compound sentences and 17 complex sentences. Urban children have used 1193 simple senteces, 78 compound and 152 in complex sentences. To test the above hypothesis contingency table (Table 5 20) is prepared and chi-square test is applied. The degree of freedom is 2, The value of X^2 came out to be 87 696. The difference is significant at .01 level. Therefore, the hypothesis, that there is a significant difference in the number of sentences used by rural and urban children in their spoken and written language, is retained This establishes the fact that urban children use significantly more sentences than rural children in their spoken and written language under the given situations and within the same context.

TABLE 5 20

Contingency Table of Types and Number of Sentences used in Spoken and Written Language by the Rural and Urban Children

Type of Sentences	*Written*	*Spoken*	*Total*
Simple	881	1193	2074
Compound	17	78	95
Complex	17	152	169
	915	1423	2338

X^2=87.696, df=2 p< 01

Hypothesis 2(a) refers to the relationship in the use of parts of speech between urban and rural children in their language

The total number of different parts of speech (Nouns, Verbs, Adjectives and Adverbs) used by rural children is 534 and that of urban children is 757. This is excluding the parts of speech like preposition, conjunction, interjection, proper noun etc. Out of the total parts of speech used by rural children in their spoken and written language, 363 are Nouns, 69 Verbs, 76 Adjectives and 26 Adverbs and that of used by urban children are 466 Nouns, 135 Verbs, 103 Adjectives and 53 Adverbs (Table 5.21).

TABLE 5 21

Contingency Table of Use of Parts of Speech by Rural and Urban Children in their Spoken and Written Language.

Parts of Speech	*Rural Children*	*Urban Children*	*Total*
Nouns	363	466	829
Verbs	69	135	204
Adjectives	76	103	179
Adverbs	26	53	79
	534	757	1291

$X^2 = 9\ 192$, $df = 3$, $p < 05$

To test the above hypothesis, chi-square test has been applied. The value of X^2 came out to be 9 192. The degree of freedom is 3 The difference is significant at .05 level. Therefore, the hypothesis that there is a significant difference in the use of parts of speech between urban and rural children in their language, cannot be rejected. This establishes that urban children use significantly more parts of speech than the rural children in their spoken and written language.

Rukmini[1] (1960) in her Ph.D. study observed that in vocabulary of children nouns predominated. In the present study, the linguistic analysis of the spoken and written language also reveals that nouns have been used in largest number than other parts of speech. This supports the Rukmini's (1960) findings.

The study conducted by Bhal[2] (1975) on Gujarati vocabulary is somewhat contradictory to this study[2]. Accordingly, the rural pupils used more new words in writing than the urban pupils. Of course, Bhal considered words in general. So far as oral vocabulary is concerned, Bhal observed that urban pupils used more running words, butthe rural pupils used more different words. Of course, a more sophisticated procedure has been used in the present study, whereas in Bhal's study the written vocabulary was as certained through the analysis of 2000 answer books of annual examination.

TABLE 5.22

Contingency Table of Use of Parts of Speech by Children in Their Spoken and Written Language (exeluding common parts of speech) & Used in Textbooks

Parts of Speech	*Used by Rural & Urban Children*	*Used in Textbooks*	*Total*
Nouns	740	771	1511
Verbs	191	158	349
Adjectives	169	173	342
Adverbs	75	95	170
	1175	1197	2372

$X^2 = 5.949$, df = 3 $p > .05$

Hypothesis 2(b) refers to the relationship in the parts of speech used in textbooks and used by the rural and urban children in their spoken and written language.

The total number of vocabulary used by children in their spoken and written language is 1175 and that of used in textbooks is 1197. The common words i.e. a word used in the Science, Hindi and Social Studies textbooks also, has been treated as one, are counted only once. The same procedure has been followed in children's vocabulary. If a noun or a verb has been used by rural as well as urban chlldren, the same has been counted as one and not according to its frequency. Out of 1175 words in spoken and written language 740 are nouns, 191 verbs, 169, adjectives and 75 adverbs. Out of 1197 words used in the textbooks, 771 are nouns, 158 verbs, 173 adjectives and 95 adverbs (Table 5.22). To apply the chi-square test to test the above hypothesis, eontingency table was prepared The value of X^2 came out to be 5.949 with 3 degrees of freedcm. The result is not significant. Therefore the above hypothesis rejected. This implies that no significant difference exists in the use of number of parts of speech by the rural and urban children and in the textbooks.

A critical analysis of the language in the three textbooks along with the langusge used by the rural and urban children highlights several in consistencies. But the present hypothesis indicates the result of no difference. The use in number of parts of speech may be consistent but their kinds are not consistent as established by the linguistic analysis data.

Hypothesis 3(a) refers to the relationship in the comprehensibility of language used in the textbook of Science between rural and urban children.

Here the rural sample size taken into eonsideration is 250 and the urban sample size is 249 The mean for the rural children comes out to be 93.89 and that of urban children 92.57. The standard deviation comes out to be 28 61 for rural and 32.51 for urban children. To see the significance simple 't' test is applied.

TABLE 5.23

Test of Significance for Rural and Urban Children in the Comprehensibility Score of Science Textbook

Variable	*Area Categories*	*Sample Size*	*Mean*	*S.D.*
Boys and Girls	Rural	250	93.89	28.61
Boys and Girls	urban	249	92.57	32 51

One Way Analysis of Variance

Source	*Sum of Squares*	*D of F*	*F*
B.C.	216.1	1	23054
W C	465933.0	497	
Total	466149 1	498	

Value of 't' = .48014

The degrees of freedom are 498, and the value of 't' comes out to be .48014 (Table 5.23). The value of 't' is not significant. We can say therefore, that there is no significant difference in the comprehensibility of language used in the Science textbook between urban and rural children. If any difference comes that may be merely due to chance. Therefore, the above hypothesis that there is a significant difference in the comprehensibility of languages used in the textbook of Science between rural and urban children is not acceptable.

A study on language development of Nursery and primary school children was conducted by Chattopadhyay (1971) and it may be assumed that language development may have some similarity

with language comprehensibility[3]. Chattopadhyay found that urban children were in a better position than the rural ones so far as language development was concerned. But so far comprehensibility of language used in the Science textbook is concerned, the difference between the rural and urban children is not significant as proved by the present study.

Hypothesis 3(b) refers to the relationship in the comprehensibility of language used in the textbook of Social Studies between urban and rural children.

TABLE 5.24

Test of Significance for Rural and Urban Children in the Comprehensibility Scores of Social Studies Textbook

Variable	*Area Categories*	*Sample Size*	*Mean*	*S.D*
Boys & Girls	Rural	250	84.37	32.37
Boys & Girls	Urban	249	102 41	29.17

One Way Analysis of Variance

Source	*Sum of Squares*	*D of F*	*F*
B.C	40587.7	1	42.74738
W C.	471890.4	497	
Total	512478.1	498	

Value of 't' = 6.53815

The mean for the rural children came out to be 84.37 and for urban children it is 102.41. Standard deviation for rural children is 32.37 and for urban cnildren 29 17. The degrees of freedom are 498 and the value of 't' is 6.53815. The difference is significant at .01 level (Table 5.24). Therefore, the hypothesis that there is a significant difference in the comprehensibility of language used in the textbook of Social Studies between urban and rural children is retained.

Hypothesis 3 (c) refers to the relationship in the comprehensibitily of language used in the textbook of Hindi between urban and rural children.

Here the sample size cover 250 rural and 249 urban children. The mean for the rural children came out as 88.63 and for urban children as 99.13. The standard deviation for rural children is 32.05 and for urban children 33.37. The degrees of freedom are 498 and the value of 't' came out to be 3 58445 The difference is significant at .01 level (Table 5.25). Therefore the above hypothesis can not be rejected.

TABLE 5 25

Test for Significance for Rural and Urban Children in the Comprehensibility Score of Hindi Textbook

Variable	*Area Categories*	*Sample Size*	*Mean*	*S.D.*
Boys & Girls	Rural	250	88.63	32 05
Boys & Girls	Urban	249	99.13	33.37

One Way Analysis of Variance

Source	*Sum of Squares*	*D of F*	*F*
B C.	13754.8	1	12 84827
W.C.	532067.0	497	
Total	545821.8	498	

Value of 't' = 3 58445

The mean score for the rural children is 88.63 and the mean score for the urban children is 99.33 This indicates a superiority of the urban children over the rural children in the comprehensibility of language used in the textbook of Hindi.

The present finding is supported by the Chattopadhyay (1971) study on language development of Nursery and Primary school children, indirectly.[4] Chattopadhyay in his study found that urban children were in a better position than the rural ones so far as language development was concerned.

Hypothesis 4(a) refers to the relationship in the comprehensibility of language used in the taxtbook of Science between boys and girls

TABLE 5.26

Test of Significance for Boys & Girls in the Comprehensibility Score of Science Textbook

Varinble	*Sex Categories*	*Sample size*	*Mean*	*S.D.*
Rural & Urban	Boys	330	94.55	30.84
Rural & Urban	Girls	169	90.67	30.04

One Way Analysis of Variance

Source	*Sum of Squares*	*D of F*	*F*
B C.	1682.1	1	1 79995
W.C.	464467.2	497	
Total	467149 3	498	

Value of 't' = 1 34162

Here the comprehensibility of language scores of 330 boys and 169 girls are taken into consideration. The mean came out 94.55 for boys and 90,67 for girls and the standard deviation for boys is 30.84 and for girls is 30.04. The degrees of freedom are 498 and 't' came out to be 1.34162 Thus, the difference is not significant (Table 5.26). The above hypothesis therefore, is not aeceptable

The mean for the boy's scores is 94.55 and that of girl's score is 90.67. The standard deviation for the boys is 30.84 and for the girls 30 04. A close observation of the means of the boys and the girls highlights the superior performance of boys over the girls.

Chattopadhyay (1971) in his study of the language development of nursery and primary school children observed that girls did not exceed boys in most of the grades ; and the difference in scores due to difference in sex were not significant.[5] The present study highlights no significant difference in the comprehensibility of language under Scieuce taxtbook between boys and girls, may have some similarity with language development.

In another study conducted on the children of VI grade Bhal (1975) observed that boys were superior to girls in written as well as oral vocabulary[6]. The present study on comprehensibility of language differed in findings with Bhrl's study, but stock of vocabulary at grade III can not be well compared with grade VI.

Hypothesis 4 (b) refers to the relationship in the comprehensibility of language used in the textbook of Social Studies between boys and girls.

TABLE 5.27

Test of Significance for Boys & Girls in the Comprehensibility Score of Social Studies Textbook

Variable	*Sex Categories*	*Sample Size*	*Mean*	*S.D.*
Rural & Urban	Boys	330	94.10	32 18
Rural & Urban	Girls	169	91 94	31 92

One Way Analysis of Variance

Source	*Sum of Squares*	*D of F*	*F*
B.C.	520.7	1	.50548
W C.	511957 2	497	
Total	512477 9	498	

Value of 't' = .71097

The mean for the boys and girls came out to be 94-10 and 91.94 and the standard deviation for boys 32.18 and for girls 31.92 respectively. The degrees of freedom are 498 and 't' came out to be .71097 (Table 5 27) The difference is not significant. Therefore, the above hypothesis is not acceptable.

Hypothesis 4 (c) refers to the relationship in the comprehensibility of language used in the textbook of Hindi between boys and girls.

The mean for the boys and girls came out to be 95.22 and 91.24 respectively The standard deviation for boys and girls is 33 70 and 31.84 respectively The degrees of freedom are 498 and the value of 't' is 1.27007 (Table 5.28). The difference is not significant Therefore the above hypothesis is rejected.

TABLE 5.28

Test of Significance of Boys and Girls in the Comprehensibility Scores of Hindi Textbook

Variable	*Sex Categories*	*Simple size*	*Mean*	*S.D*
Rural & Urban	Boys	330	95.22	33 70
Rural & Urban	Girls	169	91.24	31.84

One Way Analysis of Variance

Source	*Sum of Squares*	*D of F*	*F*
B.C	1766 8	1	1.61309
W.C.	544055.5	497	
Total	545821.3	498	

Value of 't' = 1.27007

The mean for boys is 95.22 and for girls 91.24. In the compresibility test scores of Hindi, the mean performance of boys is greater than the girls.

Hypothesis 5 (a) refers to the relationship in the comprehensibility of language used in the textbooks of Science and Social Studies.

Here the sample size is 499. Mean score of the Science is 93.2345 and that of social Studies 93.3687 The difference of the two mean scores is negligible. The value of 't' came out to be. 1221 (Table 5 29). The result is not significant. Therefore the above hypothesis that there is a significant difference in the comprehensibility of language used in the textbooks of Science and Social Studies, can be rejected.

The coefficient of correlation between the two sets of scores of Science and Social Studies x came out to be .6937. This result indicates the moderately high correlation between the comprehensibility of language scores of Science and Social Studies.

TABLE 5.29

Correlated T test for Comprehensibility of Language used in Science Textbook and Social Studies Textbook

	Science		*Social Studies*
No. of Children	499		499
Mean Score	93.2345		93 3687
Variance	936.0427		1029.0725
R 1.2		.6937	
S E.		1.0996	
Difference between Means.		.1343	

Value of 't' = .1221

Hypothesis 5 (b) refers to the relationship in the comprehensibility of language used in the textbooks of Science and Hindi.

Mean for the comprehensibility of Science score is 93.2345 and for Hindi 93.8717. The coefficient of correlation between the two sets of scores of science and Hindi is .7505. The value of 't' came out to be .6292 (Table 5.30). The difference is not significant. Therefore, the aboue hypothesis is not acceptable

TABLE 5.30

Correlated T tests for Comprehensibility of Language Used in Science textbook and Hindi Textbook

	Science		*Hindi*
No of Children	499		499
Mean Score	93.2345		93 8717
Variance	936.0427		1096 0275
R 1.2		.7505	
S E.		1.0128	
Difference between Means		6373	

Value of 't' = .6292

The non-significant result highlights thal children comprehend the textual materials presented through the language in textbooks of Science and Hindi, equally well If any difference is observable, that is merely due to chance.

Hypothesis 5 (c) refers to the relationship in the comprehensibility of language used in the textbooks of Social Studies and Hindi

Mean score of comprehensibility of language of Social Studies textbook is 93.3687 and the mean score of Hindi textbook is 93 8717. The correlation of comprehensibility of language scores between Social Studies and Hindi is .8111. The value of 't' came out to be .5603 (Table 5.31). The difference is not significant. Therefore the hypothesis, that there is a significant difference in the comprehensibility of language used in the textbooks of Social Studies and Hindi, is not acceptable.

TABLE 5.31

Correlated T tests for comprehensibility of Language Used in Social Studies Textbook and Hindi Textbook

	Social Studies		*Hindi*
No. of Children	499		499
Mean Score	93.3687		93.8717
Variance	1029.0725		1096.0275
R 1.2		.8111	
S.E.		8978	
Difference between Means		.5030	

Value of 't' = .5030

The result of non-significant immediately implies that the children comprehend the linguistic content used in Social Studies and Hindi textbook equally.

It has already been stated that a few teachers were recruited for administering the final tests and a close observation revealed that some of them helped the pupils in answering the tests. A gross difference of the tests results has been observed between the schools where teachers have administered the tests and where members of the project team have administered the tests. As a consequenc, it is necessary to analyse the tests results from the above point of view also. Therefore, for going deep into the problem, other hypotheses were formulated and they were tested by considering severol fragments of the data.

Hypothesis, 6 (a) refers to the relationship in the comprehensibility of language used in Science textbook when the tests are administered by the local teacher and when administered by the project team in urban schools.

TABLE 5 32

't' Value of the Comprehensibility Scores of Science, Social Studies and Hindi Textbooks in Rural and Urban School when the tests were Administered by the Project Team and by the Local Teacher

Testbook	*Area*	*School*	*Mean*	*SB*	*N*	*d*	*'t' Value*	*Significant*
Science	Urban	A (Teacher Administered)	106.29	23.34	45	44	6.236	at .01 level
		B (Profect team Administered)	74.21	23.36	38	37		
Social Studies	Urban	A (Teacher Administered)	115.84	29.00	61	60	6.503	at .01 level
		B (Project team Administered)	79.89	22.70	38	37		
Hindi	Rural	D (Teacher Administered)	125.74	23.76	38	37	11.086	at .01 level
		C (Project team Administered)	67 88	26.03	60	59		
Social Studies	Rural	D (Teacher Administered)	122.79	31 94	38	37	8.795	at .01 level
		C (Project team Administered)	72.78	24.14	60	59		

To test this hypothesis, two school from urban areas i.e. school 'A' and School 'B' were taken into consideration.

The mean performance of the two groups of the schools was alike in Science. They are situated very near to each other and the children. Who come in these schools belong almost to the similar socioeconomic background. Between these two schools, in Schools, 'A' the tests were administered by the local school teacher. The maan and S.D. of the comprehensibility score of School 'A' is 106.29 and 23.34 and that for School 'B' it is 74.21 and 23.36 respeetively, The degrees of freedom are 81. The value of 't' came out to be 6.236 (Table 5.32)*. The differences in the comprehensibility scores of the two schools is significant at .01 level This clearly indicates the assistance given by the school teacher in answering the comprehensibility tests which in turn has affected the main findings, computed out of the total scores.

Hypothesis 6 (b) refers to the relationship in the comprehensibility of language used in Social Studies textbook when the tests administered by school teacher and administered by the project team in urban schools.

The two schools considered here are again the same The two groups taken from the school are matched in academic achievement and Socio-economic background. The mean and S.D. of School 'A' are 115.84 and 29.00 respectively in the comprehensibility of language score of Social Studies, and that of Mean and SD for school 'B' are 79.89 and 22.70. The degrees of freedom are 97. The value of "t" came out to be 6.503 (Table 5-32). The differences is signicicant at .01 level.

Therefore the hypothesis, that there is a significant difference in the comprehensibility of language used in Social Studies textbook when the test is administered by school teacher and when administered by the project team in urban schools, is retained.

Hypothesis, 6 (c), refers to the relationship in the comprehensibility of language used in Hindi textbook when the tests are administered by the school teacher and when administered by the project team in rural schools.

The two schools considered here are situated in the alike rural community. The two groups taken from these two schools are matched in their Hindi achievement. In School 'D' the tests have been adminstered by school teacher and in school 'C' the tests have been administered by the project team. The mean and SD of comprehensibility of language score in school 'D' are 125.74 and 23.76 respectively and that of 67.88 and 26.03 in school 'C'. The degrees of freedom are 96 and 't' came out to be 11.086 (Table 5.32). The difference is significant at .01 level. Therefore, the above hypothesis is retained.

Hypothesis, 6 (d) refers to the relationship in the comprehensibility of language used in Social Studies textbook when the tests are adminstered by the school teacher and when administered by the project team in rural schools.

To test this hypothesis the same two groups as used for testing the hypothesis 6 (c) have been taken in the sample for this purpose also. The mean and S D of School D where the test have been administered by the school teacher are 122.79 and 31 94 respectively and that of school 'C' came out to be 72.78 and 24.14. The degrees of freedom are 96. The value of 't' came out to be 8.795 (Table 5.32). The difference is significant at .01 level. therefore, the above hypothesis is retained.

This also implies the effect of the superior scores achieved by the the students with the help of the school teacher. This has, in turn, effected the total scores of the comprehensibility of language used in the textbook of Social Studies.

Hypothesis 7(a) refers to the relationship in the comprehensibility of vocabulary between Science and Social Studies textbooks in urban schools when the tests are administered by the project team.

For testing this hypothesis, two schools were taken as sample One school was in Jaipur city and another one at Sanganer. The mean and S D of Jaipur school in Science vocabulary is 15.05 and 3.86 and that of Social Studies it is. 11.55 and 3.61 respectively with 37 degrees of freedom. The 't' came out to be 5.295 (Table 5.33) The difference is significant at .01 level. Therefore, the hypothesis, that there is a significant difference in the comprehensibility of vocabulary between Science and Social Studies textbooks in urban schools when the tests are administered by the project team is retained. For Sanganer School the mean and SD of Science are 12.72 and 4.21 and that of Social Studies 12.48 and 4.42. The degrees of freedom are 45. The value of 't' came out to be .451 (Table 5.33). The difference is not significant in this case. Therefore, the above hypothesis can not be accepted. This implies that in this school, the students comprehend the vocabulary of Science and Social Studies equally well.

Hypothesis, 7(b) refers to the relationship in the comprehensibility of vocabulary between Science and Hindi textbooks in urban school when the test are administered by the project team. In case of Jaipur city school the mean and S D of the comprehensibility of vocabulary for Science textbook are 15.05 and 3.86 and for Hindi textbook it is 11.79 and 3.96 and the degrees of freedom are 37. The value of 't' came out to be 3.830 (Table 5.33). The difference is significant at .01 level.

TABLE 5.33

't' Test Table of Inter-Comprehensibility of Vocabulary Scores in Urban School when the Tests were Administered by the Project Team

Textbooks	*School*	*Mean*	*S D*	*N*	*Correlation*	*'t' Value with d f*	*Significant*
Science	Jaipur	15.05	3 06	38	r S. SS=.355	t S. & SS=5.295 and d f=37	at .01 level
	Sanganer	12 72	4.21	46	r S SS=.650	t S. & SS= .451 and d f=45	Not significant
Social Studies	Jaipur	11 55	3 61	38	r SS H=.709	t SS & H= 509 and d f=37	Not significant
	Sanganer	12.48	4 42	46	r SS H=.742	t S & H=4.164 and d f=45	at 01 level
Hindi	Jaipur	11.79	3 96	38	r S.H=.413	t S & H=3.830 and d f=37	at .01 level
	Sanganer	14 30	3.57	46	r S H.=.606	t S & H=3.073 and d f=45	at .01 level

S=Science, SS=Social Studies, H=Hindi

The mean and S D in the comprehensibility of vocabulary in Sanganer School for Hindi is 14.30 and 3.57 and that for Science it is 12.72 and 4.21 respectively. The degrees of freedom are 45. The value of 't' came out to be 3.073 Table (5.33). The difference is significant at .01 level therefore the above hypothesis is retained.

Hypothesis 7 (c) refers to the relationship in the comprehensibility of vocabulary between Social Studies and Hindi textbooks in urban school when the tests are administered by the project team

The mean and S D for Social Studies are 11.55 and 3 61 respectively of the Jaipur city School and 11.79 and 3'96 respectively for Hindi The degrees of freedom is 37 and the value of 't' came out to be .509 (Table 5.33). The difference is not significant in this school This immediately implies that students equally comprehend the vocabulary of Social Studies and Hindi textbooks.

The result is different in case of Sanganer school. The mean and S D are 12.48 and 4 42 for Social Studies and 14.30 and 3.57 for Hindi respectively with 45 degree of freedom The value of 't' came out to be 4,164 (Table 5.33). The difference is significant at .01 level. This indicates that the students comprehend the vocabulary of Hindi textbook better than Social Studies. Therefore, the same hypothesis which has not been accepted in case of Jaipur city school, is retained here.

Hypothesis, 7(d) refers to the relationship in the syntactic comprehensibility between Science and Social Studies textbooks in urban School when the tests are administered by the project team.

For testing the above hypothesis the same two schools have been taken in the sample.

Jaipur city school the mean score for the syntactic comprehensibility is 38.58 and S D 14.19 for science and for Social Studies it is 42.66 and 14.18 respectively. The degrees of freedom is 37. The value of 't' came out to be 2.193 (Table 5 34). The difference is significant at .05 level This implies in respect to higher mean score of Social Studies that, students comprehend the syntax of Social Studies better than the syntax of Science.

TABLE 5.34

't' Test Table of Inter-Comprehensibility of Syntactic Scores in Urban School when the Tests were Administered by the Project Team

Textbooks	*School*	*Mean*	*S D*	*N*	*Correlation*	*'t' value with d f*	*Significant*
Science	Jaipur	38.59	14 19	38	r S SS=.673	t S & SS=2.193 and d f=37	at .05 level
	Sanganer	31.13	16 13	45	r S SS=.365	t S & SS=5.651 and d f=45	at .01 level
Social Studies	Jaipur	42.66	14.18	38	r S. H=.711	t SS & H=3 679 and d f=37	at .01 level
	Sanganer	47 17	17 94	46	r SS. H= 494	t SS & H=4.16 and d f=45	at .01 level
Hindi	Jaipur	36.00	15 09	38	r S. H=.736	t S & H=1 49 and d f=37	Not significant
	Sanganer	36.07	18.02	46	r S H= 538	t S & H=2 032 and d f=45	at .05 level

S=Science, SS=Social Studies, H=Hindi.

In Sanganer school, the mean and S D of syntactic comprehensibility for Science is 31.13 and 16.13 respectively and for social Studies it is 47.17 and 17.94. The degrees of freedom is 45. The value of 't' came out to be 5.651 (Table 5.34). The difference is significant at .01 level. This indicates that, students comprehend the syntax of Social Studies better in comparison to the syntax of Science.

On the basis of the values of 't' in the above two schools, the hypothesis, that there is a significant difference in the syntactic comprehensibility between Science and Social Studies textbooks in urban schools, is therefore retained.

Hypothesis, 7(e) refers to the relationship in the syntactic comprehensibility between Science and Hindi textbooks in urban school when the tests are administered by the project team.

The mean and S D of science for Jaipur city school is 38.58 and 14.19 and for Hindi it is 36.00 and 15.09 respectively The degrees of freedom is 37. The value of 't' came out to be 1.49 (Table 5.34) which is not significant. This indicates that the students comprehend the syntax of Science textbook and Hindi textbook equally well.

The result is different in case of Sanganer school. The mean and S D for Science is 31.13 and 16 13 and for Hindi it is 36.07 and 18.02 respectively. The degrees of freedom is 45. The value of 't' came out to be 2.032 which is significant at .05 level (Table 5.34). In case of this school, therefore, the above hypothesis is retained.

Hypothesis, 7(f) refers to the relationship in the syntactic comprehensibility between Social Studies and Hindi textbooks in urban school when the tests are administered by the project team.

The mean and S D for Jaipur School in Social Studies is 42.66 and 14.18 and for Hindi it is 36.00 and 15.09 respectively. The degrees of freedom is 37. The value of 't' came out to be 3.679 which is significant at .01 level (Table 5.34) This highlights that students understand the syntax of Social Studies significantly better than the syntax of Hindi.

The result is similar in case of Sanganer school also. The mean and S D for Social Studies are 47 17 and 17.94 and for Hindi they are 36.07 and 18.02 respectively. The degrees of freedom is 45. The value of 't' came out to be 4.16 (Table 5.34). The difference is significant at .01 level. Therefore, the above hypothesis is retained.

Hypothesis 7(g) refers to the relationship in the comprehensibility of concepts ideas etc. between

Science and Social Studies textbooks in urban school when the tests are administered by the project team. The mean and S D in Science for one school are 25.16 and 8.56 and for Social Studies 26.05 and 8.08 respectively. The degrees of freedom is 37. The value of 't' came out to be .798 (Table 5 35). The difference is not significant.

TABLE 5.35

't' Test Table of Inter-Comprehensibility of Concepts, Ideas etc Score in Urban School when the Tests were Administered by the Project Team

Textbooks	*School*	*Mean*	*S D*	*N*	*Correlation*	*'t' value with d f*	*Significant*
Science	Jaipur	25.16	8.56	38	r S SS= 66	t S & SS= 798 and d f=37	Not Significant
	Sanganer	30.07	11.30	46	r S. SS= 683	t S & SS=3 039 and d f=45	at 01 level
Social Studies	Jaipur	26 05	8 08	38	r SS. H= 706	t SS & H=1.69 and d f=37	Not significant
	Sanganer	33.83	9 25	46	r SS. H= 816	t SS & H=.606 and d f=45	Not significant
Hindi	Jaipur	28 11	10.60	38	r S H=.452	t S & H=1 79 and d f=37	Not significant
	Sanganer	34 48	12 49	46	r S H= 523	t S & H=2.566 and d f=45	at .05 level

S=Science, SS=Social Studies, H=Hindi

The mean and S D in Science for another school is 30.07.and 11.30 and in Social Studies it is 33.83 and 9 25 respectively. The degrees of freedom is 45. The value of 't' came out to be 3.039 (Table 5.35). The difference is significant at .01 level. This implies thal the students of this school comprehend the ideas, concepts, etc. of Social studies textbook significantly better than the ideas, concepts of Science textbook. Therefore the above hypothesis is retained here The mean of Social Studies is higher in both the schools.

Hypothesis, 7 (h), refers to the relationship in the comprehensibility of concepts, ideas, etc. between science and Hindi textbooks in urban school when the tests are administered by the project team.

The mean and S D in science for one school is 25.16 and 8 56 and in Hindi it is 28.11 and 10.60 respectively. The degrees of freedom is 37. The value of 't' came out to be 1.79 (Table 5.35 which is not significant. Therefore, the above hypothesis is not acceptable.

The result is not alike in another school of Sanganer. The mean and S D of this school in Science is 30.07 and 11.30 and for Hindi it is 34.48 and 12.49 respectively. The degrees of freedom is 45. The value of 't' came out to be 2.566 (Table 5.35) which is significant at .05 level. Therefore the hypothesis that there is a significant difference in the comprehensibility of concepts, ideas, etc. between Science and Hindi textbooks in urban schools when the tests are administered by the project team, is retained in case of this school.

The difference in the comprehensibility of concepts, ideas etc. is not significant in case of first school but it is significant in case of second school The point which demands attention is that the mean of Hindi for both the schools is higher than the mean of Science.

Hypothesis 7 (i) refers to the relationship in the comprehensibility of concepts, ideas etc. between Social Studies and Hindi textbooks in urban schools when the tests are administered by the project team.

For testing this hypothesis also the same two schools have been taken into consideration. The mean and S D in Social Studies for first school is 26.05 and 8.08 and that for Hindi it is 28.11 and 10.60 respectively. The degrees of freedom is 37. The value of 't' came out to be 1.69 (Table 5.35). The difference is not significant.

In case of the second school, the mean and S D in Social Studies is 33.83 and 9.25 and that for Hindi it is 34.48 and 12 49 respectively. The degrees of freedom is 45. The value of 't' came out to be .606 (Table 5.35). The result is not significant.

Hypothesis, 8 (a) refers to the relationship in the comprehensibility of vocabulary between Science and Social Studies textbooks in rural school when the tests are administered by the project team.

To test the above hypothesis, the scores obtained from one school of a rural area were taken into consideration. The mean and S D of the comprehensibility of vocabulary is 13.76 and 4.44 for Science and 10 19 and 3.86 for Social Studies respectively. The degrees of freedom is 58. The value of 't' came out to be 1.993 (Table 5.36). The result is not significant. Therefore the hypothesis is not acceptable

When the means of the two i.e Science and Social Studies are taken into account, the mean of Sciene is higher than the mean of Social Studies. To be significant at .05 level the value of 't' should be 2.00 for 58 degrees of freedom. The value of 't' came out to be 1.993, which is approximately equal to 2.00. Therefore, the difference in comprehensibility of vocabulary between Science and Social Studies in rural school may not be significant, but at the same time it can not be neglected.

Hypothesis, 8 (b), refers to the relationship in the comprehensibility of vocabulary between Science and Hindi textbooks in rural school when the tests are administered by the project team.

To test the above hypothesis, the scores obtained from one of the rural school have been taken into consideration. The mean and S D of comprehensibility of vocabulary for Science is 13.76 and 4.44 and that of Hindi it is 10.37 and 3.68 respectively. The degrees of freedom is 58. The value of 't' came out to be 2.85 (Table 5.36). The result is significant at .01 level. Therefore the hypothesis is retained.

Hypothesis, 8 (c), refers to the relationship in the comprehensibility of vocabulary between Social Studies and Hindi textbooks in rural school when the tests are administered by the project team.

To test the above hypothesis, the scores obtained from one of the rural school have been taken into consideration. The mean and SD for Social Studies score is 10.19 and 3.86 and that for Hindi 10,37 and 3,68 respectively The degrees of freedom is 58. The value of 't' came out to be .161 (Table 5.36) The difference is not significant. Therefore the hypothesis, is not acceptable. This implies that students comprehend the vocabulary of Social Studies and Hindi equally well. Even the difference in the means of these two subjects is negligible.

Hypothesis, 8 (d), refers to the relationship in the syntactic comprehensibility between Science and Social Studies textbooks in rural schools when the tests administered by the project team.

TABLE 5.36

't' Test Table of Inter-Comprehensibility of Vocabulary Scores in Rural School when the Test were Administered by the Project Team

Textbooks	*Mean*	*S D*	*N*	*Correlation*	*'t' value with d f*	*Significant*
Science	13.76	4.44	59	r S. SS=.47	t S & SS=1 993 d f=58	Not significant
Social Studies	10 19	3.86	59	r S H=.77	t S & H=2.85 d f=58	at .01 level
Hindi	10.37	3 68	59	r SS H=.26	t SS & H=.161 d f=58	Not significant

S=Science, SS=Social Studies, H=Hindi.

To test the above hypthesis, the scores of syntactic comprehensibility obtained from one rural school have been considered. The mean and SD of syntactic comprehensibility of Science are 47.39 and 16.37 and for social studies are 36.03 and 13.26 respectively. The degrees of freedom is 58. The value of 't' came out to be 5.546 (Table 5.37). The difference is significant at .01 level. Therefore, the above hypothesis is retained.

TABLE 5.37

't' Test Table of Inter-Comprehensibility of Syntactic Scores in Rural School when the Tests were Administered by the Project Team

Textbooks	*Mean*	*S D*	*N*	*Correlation*	*'t' value with d f*	*Significant*
Science	47 39	16 37	59	r S SS=.45	t S & SS=5 546 d f=58	at .01 level
Social Studies	36 03	13.26	59	r S.H=.04	t S & H=6.75 d f=58	at 01 level
Hindi	29.53	12.77	59	r SS. H= 14	t SS & H=2.94 d f=58	at 01 level

S=Science, SS=Social Studies, H=Hindi

The acceptance of the above hypothesis implies that students comprehend the syntax of Science significantly better than the syntax of Social Studies. This is with reference to higher mean score in Science textbook.

A close observation of the syntactic linguistic analysis data reveals that Science textbook contains maximun number of one word simple sentences. This may be one of the reasons of higher mean score in syntactic comprehensibility of Science textbook. Moreover, the maximum number of simple sentences has also been used in the Science textbook. This may help the children to comprehend better than the Social Studies textbook where lesser number of simple sentences have been used.

Hypothesis, 8 (e) refers to the relationship in the syntactic comprehensibility between Science and Hindi textbooks in rural school when the tests were administered by the project team.

For testing this hypothesis the scores of syntactic comprehensibility obtained from the same rural school have been taken into consideration. The mean and SD of syntactic comprehensibility for Science is 47 39 and 16.37 and that of Hindi 29 53 and 12.77 respectively. The degrees of freedom is 58. The value of 't' came out to be 6.75 (Table 5.37). The result is significant at .01 level. Therefore, the above hypothesis is retained.

Hypothesis, 8 (f) refers to the relationship in the syntactic comprehensibility between Social Studies and Hindi textbooks in rural school when the tests were administered by the project team.

To test the above hypothesis the syntactic comprehensibility scores of one school have been taken into consideration. The mean and S D for Social Studies is 36.03 and 13.26 and that for Hindi it is 29.53 and 12.77 respectively. The degrees of freedom is 58. The value of 't' came out to be 2.94 (Table 5.37). The difference is significant at .01 level. Therefore, the hypothesis, that there is a significant difference in the syntactic comprehensibility between Social Studies and Hihdi textbooks in rural school is retained This establishes the fact that students comrehend better the syntax of Social Studies than the syntax of Hindi.

Hypothesis, 8 (g), refers to the relationship in the comprehensibility of concepts, ideas, etc. between Science and Social Studies textbooks in rural school when the tests were administered by the project team

To test the above hypothesis the score obtained from one rural school have been considered. The mean and SD of the comprehensibility scores of concepts, ideas etc. for Science is 29 00 and 7.92 and that for Social Studies it is 25 71 and 9.56. The value of 't' came out to be 3.197 (Table 5.38). The difference is significant at .01 level. Therefore the hypothesis is retained. This indicates the fact that students comprehend the concepts, ideas etc. of Science significantly better than the concepts, ideas, etc. given in the Social Studies textbook.

TABLE 5.38

't' Test Table of Inter-Comprehensibility of Concepts, Ideas etc. Scores in Rural School when the Tests were Administered by the Project Team

Textbooks	*Mean*	*S D*	*N*	*Correlation*	*'t' value with d f*	*Significant*
Science	29.00	7.92	59	r S & S = 59	t S & SS=3.197 d f=58	at .01 level
Social Studies	25.71	9.56	59	r S & H=.21	t S & H=.07 d f=58	Not significant
Hindi	28.88	12.35	59	t SS & H= 31	t SS & H=1.88 d f=58	Not significant

S=Science, SS=Social Studies, H=Hindi.

Hypothesis, 8 (h), refers to the relationship in the comprehensibility of concept, ideas etc. between Science and Hindi textbooks in rural school when the tests are administered by the project team.

To test the above hypothesis the scores obtained from the same school have been taken into consideration. The mean and SD of comprehensibility of concepts, ideas, etc. for Science is 29.00 and 7.92 and that for Hindi 28.88 and 12.35 respectively. The degrees of freedom is 58. The value of 't' came out to be .07 (Table 5 38). The difference is not significant. Therefore the hypothesis is not acceptable.

Hypothesis, 8 (i), refers to the relationship in the comprehensibility of concepts, ideas etc. between Social Studies and Hindi textbooks in rural school when the tests are administered by the project team.

To test the above hypothesis, the scores obtained from the same rural school have been taken. The mean and SD of comprehensibility of concepts, ideas etc. for Social Studies is 25.71 and 9.56 and that for Hindi it is 28 88 and 12.35 respectively. The degrees of freedom is 58. The value of 't' came out to be 1.88 (Table 5.38). The difference is not significant.

The result indicates that mean of Hindi textbook is higher than the mean of Social Studies textbook. To be significant at .05 level, the value of 't' should be 2.00 but the value of 't' here is 1.88 which is slightly less than the desired value. Therefore, the above hypothesis is not acceptable.

TABLE 5.39

Percentile Norms for Science, Social Studies and Hindi Sample Size = 499

Percentile	*Science*	*Social Science*	*Hindi*
5	36	42	34
10	48	51	47
15	58	57	57
20	65	62	63
25	72	68	69
30	80	75	75
35	84	79	81
40	89	84	87
45	95	89	92
50	99	95	97
55	103	100	101
60	107	104	105
65	111	110	111
70	114	116	117
75	118	121	123
80	122	125	127
85	124	130	132
90	129	136	136
95	133	142	141
99	140	147	148

Percentile Norms for Science, Social Studies and Hindi

A child who earns a certain score on a test may be assigned a percentile rank, dependiag upon his position in the score distribution. The percentile rank locates a child on a scale of 100 and supply us immediately what proportion of the group has achieved scores lower than the particular individual

Above all, when a child has taken several tests, a comparison of his percentile ranks provide measures of relative achievement As a method of scaling tests scores, percentile rank's have the practical advantage of being readily calculated and can easily be understandable.

In the present study percentile norms for the three sets of test scores viz. comprehensibility of language tests of Science, comprehensibility of language tests of Social Studies, comprehensibility of language tests of Hindi have been found out. The percentile ranks for several scores may be read directly from the Table (Table 5.39).

For instance, the score 48 of Science has a percentile rank of 10, the score 51 of Social Studies has a percentile rank of 10 and the score of 47 of Hindi has a percentile rank of 10. Similarly, the percentile rank of 60 implies the scores of 107 in science, 104 in Social Studies and 105 in Hindi. The percentile rank of 99 implies the score of 140 in Science, 147 in Social Studies and 148 in Hindi.

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Summary and Conclusions

IN the present study an attempt has been made to find out the comprehensibility of language used in the textbooks of Science, Social Studies and Hindi being used for grade three in Rajasthan State. For this purpose, linguistic analysis of the three textbook was done and spoken and written language of the grade three children from urban and rural areas were collected. A comparative study was made between the linguistic content of the three textbooks and spoken and written language of the children. It was assumed that the linguistic content of the textbooks may be more comprehensible to the children when some consistency is maintained with their spoken and written language

Three tests to measure the comprehensibility of language used in Science, Social Studies and Hindi textbooks were prepared. The three tests were tried out on a sample of 250 children, 125 from rural and 125 from urban area. The final tests were administered on a sample of 500 children. Out of these 500 children, 250 were taken from the rural area and 250 from urban area. The norms of comprehensibility of language were also found out. Several hypothesis were tested to see the relationship between linguistic content of the textbooks and the linguistic content used by the children in their spoken and written language, comprehensibility of language between urban and rural children, comprehensibility of language between boys and girls, inter textbooks comprehensibility of language, etc. For going deep into the study and to see the tests administration flow, several other hypothesis on comprehensibility of vocabulary, syntactic comprehensibility, comprehensibility of concepts, ideas etc., and the difference of tests scores in a few schools where the local teachers administered the tests and where the project team administered the tests, were also formulated and tested.

Findings

1. The difference in the number of nouns used in the three textbooks is not so large The number of nouns used by the urban children in their spoken and written language when compared with the nouns used in the spoken and written language of the rural children, the difference was again found negligible. But when the nouns, common in the curriculum, i.e. three textbooks, Science, Social Studies and Hindi, and spoken and written language of the urban and rural children were taken into consideration the picture became some how depressive. Only 109 nouns were found common in the whole area, whereas in the three textbooks under study i.e. Science, Social Studies and Hindi the number of nouns used in sample pages alone are 327, 310 and 346 respectively The number of nouns used by rural and urban children in their spoken and written language is 363 and 466 respectively. The three textbooks are quite inconsistent in using nouns with the language of the children in rural and urban areas.

2. The number of verbs used in the three textbooks i.e Science, Social Studies and Hindi is 74, 83 and 99 respectively whereas the number of verbs used by urban and rural children in their language is 135 and 69 respectively. Total number of verbs which are common in all the three textbooks as well as in the spoken and written vocabulary of urban and rural children is only 41. In this context, it is observed, therefore, that in textbooks, specially in the Social Studies textbook, more verbs should be used to satisfy the linguistic needs of the children.

3. The number of adverbs used in the three textbooks is 46, 34 and 40 in Science, Social Studies and Hindi respectively which indicates a consistency among the textbooks in using adverbs.

The number of adverbs used by the rural children in their language is 26 whereas the adverbs used by the urban children is 53. The three textbooks have partially failed to discharge their one of the major objective of introducing new adverbs for effective use particularly for the urban children.

At least twice the number of adverbs has been used by the urban children in comparison to rural children. Only 14 adverbs are common in three textbooks and spoken and written language of rural and urban children.

4. The number of adjectives used in Hindi textbook is 103, Science textbook 62 and Social Studies textbook 75. The number of adjectives used by rural children is 76 and that of used by urban children is 103. The number of adjectives which are common in spoken and written language of the children and in textbooks is only 33.

The large number of adjectives used in the Hindi textbook may be due to presentation of several types of natural description which seems to be justified. The textbook has maintained some sort of consistency in using the number of adjectives with the number of adjectives used by the rural and urban children in their spoken and written language. In the textbooks and written and spoken language of the children only 33 common adjectives are available whereas a larger number of adjectives are used in three textbooks and in spontaneous language of the rural and urban children. The three textbooks could use more common adjectives present in the language of rural and urban children for the better comprehension of the learner.

5. So for as the total quantum of the use of vocabulary is concerned including nouns, verbs, adverbs and adjectives, urban children use more words than the rural children. This may be due to the fact that most of the children in urban areas enjoy more enriched literary environment and teaching learning facilities. These include parental education, influence of mass media like radio, T V., use of teaching aids and appliances by the teachers in the classroom, surroundings, varied material available in the markets, conversation with different types of people, cinema, so on and so forth.

6. In Hindi textbook, out of the total sentences appeared in sample pages, 55.99% are simple sentences, 30 64% compound sentences and 13.37% complex sentences In Social Studies textbook 61 41% are simple sentences, 34.78% compound sentences and 3.80% complex sentences. In Science textbook there are 69.80% simple sentences, 25.92% compound sentences and 4.27% complex sentences. Some sort of consistency among the three textbooks is maintained in the use of sentences while writting the textbooks. In all the three textbooks, the maximum number of simple sentences have been used. Even the highest number of complex sentences (13.37)% have been used in Hindi textbook where children are supposed to learn the real language including different types of sentences. The percentage of complex sentences in Science and social Studies textbook is very low, which is appreciable.

7. Urban children have used 85.21% simple sentences, 2.08% compound sentences and 12.69% complex sentences in their spoken language whereas in their written language they have used 76.55% simple sentences, 23.45% compound sentences and no complex sentence. The rural children have used 97.79% simple sentences and 2.21% complex sentences in their spoken language and 88.51% simple sentences and 11.48% compound sentences in their written language. Both the rural and the urban children have used larger number of simple sentences in their spoken and written language. The compound and comples sentences are largely used by urban children except in written language where neither rural nor urban children have used any complex sentence. The use of larger number of compound and complex sentences by urban children indicates their better command on the language

8. The use of simple sentences in Hindi textbook is not consistent with the use of simple sentences in the spoken and written language of rural and urban children The author of the Hindi textbook could use more simple sentences for better comprehension of the students. The use of compound sentences in Hindi textbook and by rural and urban children is again not consistent There seems to be some sort of consistency in the use of complex sentences in the Hindi textbook and in urban childrens' language whereas it does not appear to be consistant with the language of the rural children. The common assumption that textbooks are written in urbanized language, is supported partially by this analysis. But the author of Hindi textbook has tried to introduce a good number of compound and complex sentences to make the learners acquainted with these type of sentences. This is one of the functions of language textbook to teach to the students enriched vocabulary and different types of sentences for better expression.

9. The use of simple sentences in Social Studies textbook is not consistent with the use of simple sentences by rural and urban children. As a result, the language of the textbook may act as barrier in the comprehensibility of the children. This is true in case of compound sentences also. A close consistency has been maintained with the language of the children in using the complex sentences in the Social Studies textbook.

10. The use of simple sentences in the Science textbook is quite inconsistent with the language of the rural and urban children and the gap is quite large. This in turn may create difficulty in the comprehensibility of the language by the children. This is ture in case of use of compound sentences also. But somehow, there appears to be some consistency in the percentage of complex sentences between the rural and the urban children.

11. The use of simple sentences in the total curriculum i e. in all the three textbooks is 62.34% whereas in the spoken and written language of the children it is 88.70%. The difference is moderately large. Therefore, the use of more and more simple sentences in the textbooks may help in the comprehensibility of the children. The use of compound and complex sentences in the three textbooks is 30 51% and 7.14% respectively and in the children's language it is 4.06% and 7.23% respectively. In case of use of compound sentences it is not consistent but on the other hand in case of complex sentences there is a close consistency between the use of sentences in textbooks and the spoken and written language of the children.

12. Four words simple sentences are used in Hindi textbook in the maximum number, eight words in Social Studies and eight words in Science textbook. The inconsistency of Hindi textbook with other two textbooks is prevailing here. If most of the sentences in Hindi textbook are of four words, the authors of Science and Social Studies textbook should not use fifth words sentences, otherwise it may hamper in the comprehensibility. The one word simple sentences are used in maximum number by the children in their spoken language and six words simple sentences are used in maximum number in their written language. Therefore, the use of eight words, simple sentences may create difficulty in comprehension for the children.

13. 15 words compound sentences are used in maximum number in written language of the children and 11 words in maximum number in spoken language. On the other hand in Hindi 12 words compound sentences are used in maximum number and in case of Social Studies and Science textbooks it is 14 words each. A consistency in use of number of words in compound sentences in these textbooks and in the language used by the children is observed.

14. Twelve words complex sentences are used in maximum number in Hindi textbook, whereas in Social Studies 9 words and in Science textbook 8,10, 18 and 23 words complex sentences are used in maximum number. No complex sentence has been used in the written language of the children and the maximum number of words used in complex sentences in spoken language of the children is 10. The use of number of words in complex sentences in Science textbook has not maintained any harmony though it is essential because Science as a subject is introduced for the first time at grade three level and several new concepts and ideas are introduced through the Science textbook.

15. Rural children have used 6 words simple sentences in maximum number in written language

and one word simple sentences in maximum number in spoken language Urban children have used 3 words simple sentences in maximum number in spoken language and in written language they have used 5 words simple sentences in maximum number.

7 words complex sentences in spoken language and 13 words compound sentences in written language have been used in maximum number by rural children, whereas 11 words compound sentences and 10 words complex sentences are used in maximum number by the urban children in their spoken language, and 8 words compound sentences in written language in maximum number. No complex sentence has been used by the urban and rural children in their written language. The difference in the use of words in maximum number of compound sentences between rural and urban children is distinct

16. It has been observed that several nouns, adjectives, verbs and adverbs which are used in textbooks and in spoken and written language by the urban and rural children are unique in character, i.e. they are either used only in the textbooks, or by urban or rural children are. The specific nouns used exclusively in the textbooks are 530, whereas the specific nouns used by the children of rural and urban areas are 116 and 185 respectively. Specific verbs used in the textbooks are 80 whereas 10 and 49 specific verbs are used by rural and urban children respectively. The specific adjectives used exclusively in textbooks are 108 and those of used by rural children are 20 and by urban children 41. The specific adverbs used in textbooks are 66 and that of used by rural and urban children in their spoken and written language are 5 and 23 respectivly.

The gap of specific parts of speech among the three, i e. textbooks, rural children and urban children is quite large. It is all the time minimum in the spoken and written language or rural children. Textbooks are the means of introducing new words for the children. But if the number of such words is too large than the number generally used by rural and urban childern in their spoken and written language, the efforts of the textbook writers may not prove very effective.

17. A significant difference at .01 level is observed in the use of sentences between spoken and written language of the children. The difference is again significant at .01 level in the use of sentences in textbooks and use of sentences by children in their spoken and written language The difference is also significant at 01 level in the number of sentences used by rural and urban children in their spoken and written language.

18 A significant difference at .05 level has been observed in the use of parts of speech between urban and rural children in their language. But the difference is not significant in the parts of speech used in textbooks and used by the rural and urban children in their spoken and written language.

19. No significant difference is observed in the comprehensibility of language scores on Science textbook between urban and rural children. The common assumption that the urban children do better in the comprehensibility of language tests is not supported by this finding. When the comprehensibility of language scores on Social Studies are taken into consideration between urban and rural children, the difference is highly significant This indicates the higher language comprehension ability of the urban children on the language used in the textbook of Social Studies. A highly significant difference is again observed between rural and urban children when the scores of comprehensibility of language on Hindi are taken into consideration. This again shows a higher language comprehension ability of the urban children The above mentioned fact indicates that the teachers in rural school give more emphasis on the teaching of Science and they take very lightly the subjects like Hindi and Social Studies. The general observation regarding present day's education that mother tongue is a most neglected subject in our schools, proves correct Though language is the base on which the forts of all other subject are built. It has also been proved by a number of researches in foreign countries that a student who is good at language is good in other subjects also.

20. When the comprehensibility of language scores on Science textbook for boys and girls is considered the difference came out to be non-significant. This implies that neighter boys nor

girls are superior to each other in the comprehensibility of language used in Science book. However, the mean scores of boys are greater than the mean scores of girls. Again, the difference of comprehensibility scores of Social Studies on boys and girls is not significant. The comprehensibility of language scores on Hindi have not significantly differed between boys and girls. This implies that girls equally well comprehend the language of the Hindi textbook as the boys If any difference is observed that is merely due to chance However, in case of social Studies and Hindi comprehensibility scores the mean scores of boys is higher than the mean scores of girls.

21. The comprehensibility of language used in the textbooks of Science and Social Studies when considered, the difference came out to be non-significant. This indicates that children can equally comprehend the language of Science and Social Studies textbooks.

Again, the comprehensibility of language used in the textbooks of Science and Hindi and Social Studies and Hindi, when considered, the difference is non-significant. The mean scores of all the three tests came out to be more or less equal. The three test forms are equal in the sense that they contained similar types of linguistic items and also that there is not much differerence in the number of test items in these three tests.

An extensive examination of the tests data revealed certain flows in the administration of the tests. It has been observed that in few cases there are large differences in comprehensibility scores when the tests were administered by the project team and when the tests were administered by the local teachers. Therefore, it become necessary to analyse the rest results from the above point of view. From the population scores, several pooled scores were taken and several hypotheses were formed and tested.

22. A significant difference and .01 level in the comprehenibility of language used in the textbook of Science was observed when the tests were administered by the local teacher and by the project team in urban schools. A significant difference at 0.1 level was again observed in the comprehensibility of language used in Social Studies textbook when these were administered by the local teacher and administered by the project team in urban schools A significant difference at .01 level was also observed in the comprehensibility of language used in Hindi textbook when the tests were administered by the local teacher and admintered by the project team in rural schools. The difference came out to be again significant at .01 level in the comprehensibility of language used in Social Studies textbook when the tests were administered by the local teachers and by the project team in rural areas These findings brought to light that the assistance given by a few teachers in a few schools in answering the tests effected the tests results

For the purpose of deep study several other hypotheses were also formulated and they were tested against restricted sample The findings of these restricted sample are given below.

23 The comprehensibility of vocabulary when taken into consideration in the inter textbooks area several interesting results came out. A significant difference at .01 level was observed in the comprehensibility of vocabulary between Science and Social Studies textbooks in one urban school whereas the difference was non-significant in another school when the tests were administered by the project team. A significant result was again observed in the comprehensibility of vocabulary between Science and Hindi textbooks in urban school when the tests were administered by the project team. But the difference has been observed as non-significant in the comprehensibility of vocabulary between Social Studies and Hindi textbooks in one of the urban schools when the tests were administered by the project team. However, in another urban school this difference is significant at .01 level.

24 A significant difference at 05 level was observed in the syntectic comprehensibility between Science and Social Studies textbooks in one urban school and the same is significant at .01 level in another school when the tests were administered by the project team But the difference is not significant in the syntactic comprehensibilty between Science and Hindi textbooks in one urban school whereas it is significant at .05 level in another school when the tests were administered by project team. When the syntactic comprehensibility between Social Studies and Hindi textbooks

were considered in two urban schools where the tests were administered by the project team, the difference came out to be significant at .01 level in both the schools.

25. A significant difference at .01 level in the comprehensibility of concepts, ideas etc. was observed between Science and Social Studies textbooks in one urban school where the tests were administered by the project team. But in another school it was not found significant. The difference was again significant at .05 level in the comprehensibility of concepts, ideas etc. between Science and Hindi textbooks in one urban school when the tests were administered by the project team. This difference is not signifieant in another urban school. But the difference is not significant in the comprehensibility of concepts ideas etc between Social Studies and Hindi textbooks in both the urban schools when the tests were administered by the project team

26 The difference in comprehensibility of vocabulary between Science and Social Studies textbooks in rural school was observed to be significant when the tests were administered by project team. But the difference was significant at .01 level in the comprehensibility of vocabulary between Science and Hindi textbooks in rural school when the tests were adminstered by the project team The comprehensibility of vocabulary between Social studies and Hindi textbooks in rural school came out to be non-significant when the tests were administered by the project team.

27. The difference in the syntactic comprehensibility between Science and Social Studies textbooks was significant at .01 level when the tests were administered by the project team The difference was again significant at .01 level in the syntactic comprehensibility between Science and Hindi textbooks in rural school when the tests were administered by the project team. The difference was again significant at .01 level in the syntactic comprehensibility between Science and Hindi textbooks in rural school when the tests were administered by the project team. The difference was significant at .01 level in the syntactic comprehensibility between Social Studies and Hindi textbooks in rural school when the tests were administered by the project team.

28. A significant difference at 01 level was observed in the comprehensibility of concepts. ideas etc between Science and Social Studies textbooks in rural school when the tests were administered by the project team. But the difference found to be insignificant in the comprehensibility of concepts, ideas etc. between Science and Hindi textbooks, and between Social Studies and Hindi textbooks in rural school when the test were administered by the project team.

Implications for further research

1. The present study has not gone deeper into the determinants of comprehensibility of language used in the textbooks. Therefore, socio-psychological determinants may be studied in conjunction with child's cognitive map at a given point of time. This study can be conducted in two ways.

Firstly, the children with high and low comprehensibility covered in the present pilot study may be administered tests like, intelligence, socio-economic status, study habit, attitude, and their relationship with comprehensibility of language used in the textbooks may be found out Secondly, some case studied of selected children in rural and urban areas with high and low comprehensibility may be carried out Both the approaches can be combined in one study also.

2 The present study has yielded several important results. It may be further interesting to study the comprehensibility of the language used in the textbooks of other primary grades, i.e. IV and V grades.

For the purpose of generalisations, a wider sample from different states may be considered and the study may be replicated. Not only this, similar studies may be conducted on the textbooks of other Indian languages. Norms of language comprehensibility in each language may be established by which the level of the book as well as the language level of the learner may be studied and established.

3. Another interesting study may be conducted to see the effect of comprehensibility of mother tongue on comprehensibility of second language textbook. In several schools, second language is the medium of instruction and side by side mother

tongue is also taught as a subject. It may be interesting to find out whether there is any relationship between the comprehensibility of the first and second language used in the textbooks.

4. Comprehensibility of language used in the textbooks may have some relationship with the subject achievement. A study may be conducted to see the effect of comprehensibility of language on subject achievement.

5. Comprehension lists of spoken and written vocabulary of children may be prepared through field investigations for different grade levels and they can be well used by the textbook writers, classroom teachers and test constructors. As a result, text books may be much more comprehensible to the students from the view point of language When a textbook writer wants to write a textbook he can use these word lists to assure that use of these words and new words are introduced gradually with sufficient repetition. Not only this, he can use the known vocabulary of the children to make, to derive and to extend words from the same and even other new words should be used through the known context alongwith the known words, Children's ability to read, write, speak and think depends to a large extent on their known vocabulary. This also indicates the importance of making vocabulary lists and such type of lists should be developed in our country at primary level and in different regional languages

In conclusion it is worthwhile to mention that this study was conducted under several limitations, like limited staff but extensive coverage of sample, short duration and entirely new area of research. Still the pilot project has been completed within the stipulated time overcoming all the difficulties. As a result, enormous experiences have been gained by the members of the project team. This will be helpful in overcoming the difficulties while conducting further studies in this area.

Results of the present pilot study are quite encouraging and call for a continuous work in different directions for evolving procedures and tools for the access of comprehensibility of textual materials For this purpose continous support of the ERIC is indispensable.

As suggested by the Director, NCERT, a further study for finding out the relationship of Socio-psychological factors and comprehensibility of language in textbooks, will be taken up in the second phase Experts of NCERT and CIIL Mysore are also of the opinion that as the field of language comprehensibility is new in India, the relationship of the Socio-psychological factors with the language comprehensibility may be studied before launching the project on a wider scale.

FINAL TESTS OF COMPREHENSIBILITY OF THREE TEXTBOOKS

भाषा सम्प्रेषणीयता परीक्षण

(राजस्थान राज्य पाठ्यपुस्तक मण्डल, जयपुर द्वारा कक्षा तीन के लिए प्रकाशित समाजिक ज्ञान की पाठ्यपुस्तक पर आधारित)

प्रिय बालको,

1. आप अपनी कक्षा मे समय-समय पर परीक्षा देते रहे है किन्तु यह परीक्षण उस प्रकार का नही है। इस परीक्षण का आपके परीक्षा फल से कोई सम्बन्ध नही है। इसलिए इस परीक्षण से घबराने की जरूरत नही है।

2. इस परीक्षण में दिए गये प्रश्नो का उत्तर लिखने के लिए अलग से कोई उत्तर पुस्तिका नही दी जाएगी। आपको इसी परीक्षण मे दी गई खाली जगहों में इन प्रश्नों के उत्तर देने है ; खाली स्थान भरने हैं या सही (√) के निशान लगाने हैं। इसलिए प्रश्नो के ऊपर दिए गए निर्देशो को ध्यान से पढो और उनके अनुसार प्रश्नो के उत्तर दो।

3. इस परीक्षण के तीन भाग है। भाग-2 और भाग-3 के भी 'अ' और 'ब' दो-दो भाग दिए गए है। इस प्रकार कुल मिलाकर पाच भाग हो जाते है। आपको एक समय मे एक ही भाग के प्रश्नो के उत्तर देने है।

डा० आई० एस० शर्मा

विज्ञान

छात्रों के विषय में सामान्य सूचना

1. नाम———————————————

2. कक्षा———————————————

3. आयु———————————————

4. लड़का/लड़की———————————————

5. मातृभाषा———————————————

6. शहरी/ग्रामीण———————————————

7. पिता का नाम———————————————

8. पिता का पेशा———————————————

9. माता-पिता की शिक्षा———————————————

10. माता-पिता की मासिक/दैनिक आय———————————————

11. आय के अन्य साधन———————————————

12. संयुक्त परिवार/केन्द्रित परिवार———————————————

13. परिवार की कुल सदस्य संख्या——स्त्री——पुरुष—

14. भाई-बहिनों की संख्या——भाई-——बहिन—

15. स्कूल का नाम व पता———————————————

(क) नीचे लिखे वाक्यों को ध्यान से पढिए। हर एक वाक्य मे कोष्ठक के अन्दर एक ही शब्द तीद प्रकार से लिखा गया है। कोष्ठक मे लिखे हुए शब्दो मे से, जिसे आप ठीक समझते है, उनके ऊपर सही (√) का निशान लगाइये—

1. जो सूर्य के चारो तरफ चक्कर काटती है, उसे (पथ्वी, पृथ्वी, पृथिवी) कहते हैं।
2. जिससे मक्की के दाने मिलते है उसे (भुटा, भुट्टा, भट्टा) कहते है।
3. जिसमे उष्मा के सचरण की तीनों विधियों को काफी हद तक रोक लिया जाता है, उसे (थमस थर्मुस, थर्मस) कहते हैं।

(ख) नीचे कुछ शब्द दिए गए है। प्रत्येक शब्द के सामने तीन-तीन अर्थ लिखे गए है, जिनमें से एक ही अर्थ ठीक है। इन शब्दो को ध्यान से पढ़िए और ठीक अर्थ के ऊपर सही (√) का निशान लगाइए—

ऊर्जा—प्रकाश, शक्ति, खीचना

मृदा—पत्थर, कोयला मिट्टी

मौसम—ऋतु, वातावरण, ताप

(ग) नीचे दिए गए शब्दों को ध्यान से पढ़िए और कोष्ठक मे दिए शब्दों में से इनके उल्टे अर्थ देने वाले शब्दो को छाँट कर उनके सामने लिखिए।

उदाहरण—

1. गरमी — सरदी (दुश्मन)
2. रात — दिन (सरदी)
3. दोस्त — दुश्मन (दिन)

इसी प्रकार आप भी नीचे दिए गए शब्दो के उल्टे शब्दों को उनके सामने लिखिए—

1. मासाहारी — (शुद्ध)
2. लाभ — (शाकाहारी)
3. अशुद्ध — (हानि)

(ध) नीचे दिए गए शब्दों को ध्यान से पढिए और कोष्ठक मे दिए गए शब्दो मे से उनके समान अर्थ देने वाले शब्दों को छाटकर उनके सामने लिखिए—

उदाहरण

1. पानी — जल (पृथ्वी)
2. आकाश — नभ (नभ)
3. धरती — पृथ्वी (जल)

इसी प्रकार आप भी नीचे दिए गए शब्दो के समान अर्थ देने वाले शब्दों को उनके सामने लिखिए—

1. मिट्टी — (श्वास)
2. वायु — (मृदा)
3. साँस — (हवा)

(च) नीचे कुछ शब्द दिए गए है। एक शब्द को छोडकर बाकी सभी शब्द एक ही तरह के है। उस एक शब्द के ऊपर गलत (×) का निशान लगाओ जो बाकी शब्दो से मेल नही खाता।

उदाहरण

×

मेज, कुर्सी, बाल्टी, तिपाई, स्टूल

इनमे बाल्टी दूसरी चीजो से मेल नही खाती इसलिए बाल्टी के ऊपर गलत (X) का निशान लगा दिया गया है। आगे के शब्दो में आप भी इसी प्रकार निशान लगाए—

1. भोजन नली, आमाशय, हाथ, छोटी आँत, बड़ी आँत।
2. पक्षी, घोसला, धमनी, अन्डे, बच्चे।
3. कोयला, लकड़ी, ईंट, कण्डे, गैस का सिलिन्डर।

(छ) नीचे दिए गए दस शब्दों को पढ़िए। पढने पर आप पायेंगे कि इनमे पांच शब्द एक तरह के है और शेष पाँच दूसरी तरह के है, जैसे—

लोटा, रोटी, बाल्टी, आलू, बैंगन, कटोरी, दाल, चावल, थाली, गिलास

इनमें पांच शब्द बर्तनों से सम्बन्धित है और शेष पाँच खाने-पीने से, जैसे—

वर्ग 1. लोटा, बाल्टी, कटोरी, थाली, गिलास

बर्ग 2. रोटी, आलू, बैंगन, दाल, चावल

इसी तरह से आप नीचे दिए गए शब्दों के दो-दो वर्ग बनाकर उन्हें लिखिए—

1. तोता, चूना-पत्थर, चिकनी मिट्टी, बुलबुल, दोमट मिट्टी, मुर्गी, बलुई-मिट्टी, बत्तख, रेत, चिडिया।
2. आलू, गोभी,अगूर, मटर, सतरा, अरबी, अमरूद, केला, आम, टमाटर।
3. गाय, नदी, घाटी, बैल, घोड़ा, तालाब, झरना, भैंस, कुआँ, हाथी।
4. पुस्तक, गाय, सलेट, पैन, कुत्ता, खरगोश, चॉक, बैल, बिल्ली, पेसिल।

1. वर्ग 1)
   वर्ग 2)
2. वर्ग 1)
   वर्ग 2)
3. वर्ग 1)
   वर्ग 2)
4. वर्ग 1)
   वर्ग 2)

(ज) नीचे दो वाक्य एक साथ दिए गए है। दूसरा वाक्य पहले वाक्य से भिन्न अर्थ देता है। इसलिए पहले वाक्य के अर्थ के आधार पर उससे भिन्न अर्थ देने वाले दूसरे वाक्य के खाली स्थान को भरिए।

आँख देखने का अग है।

जीभ चखने का अंग है।

ऊपर के वाक्य में आंख देखने का काम करती है और जीभ स्वाद को बताती है। दूसरा वाक्य यहाँ पर पहले वाक्य से भिन्न अर्थ देता है। इसी प्रकार आप अन्य वाक्यो को भरिये—

1. शाकाहारी केवल शाकीय भोजन करते है।
   मांसाहारी····· खाते हैं।
2. वायुदाब को वायुदाबमापी से मालूम करते है।
   ताप को····· ····· से मालूम करते हैं।
3. कान सुनने का अग है।
   ····· सूंघने का अग है।

विज्ञान (भाग-2)

[अ]

(क) नीचे कुछ वाक्य दिए गए है। इन वाक्यों मे सही अर्थ बताने के लिए कोष्ठक में दो-दो शब्द दिए गए हैं। ठीक शब्द के ऊपर सही (√) का निशान लगाओ—

1. सजीव अपने प्रतिरूप/विपरीत उत्पन्न करते है।
2. मृदा को खाद/रेत उपजाऊ बनाती है।

(ख) नीचे कुछ अनुच्छेद दिए गए हैं। इन अनुच्छेदो मे कुछ स्थान खाली छोड़े गए है। इन अनुच्छेदों के नीचे खाली स्थानो को भरने के लिए कुछ शब्द दिए गए है। इन शब्दों मे से सही शब्द चुनकर खाली स्थानों को भरिए—

1. पूर्व दिशा में लाल गोले के समान सूर्य····· है। ज्यो-ज्यो सूर्य आकाश मे ऊपर उठता जाता है· ···· ·····प्रकाश बढता जाता है। सूर्य के निकलते ही प्राणी—चहल-पहल करने लगते हैं। सूर्य वास्तव मे·····है। सूर्य से हमे क्या-क्या मिलता है। आओ····· ····· ·जानने के लिए प्रयोग करे।

   उसका, निकलता, सब, यह, जीवनदाता

2. अब तुम समझ गए होगे कि केवल सजीव ही · ···· ·····से गति करते है। पौधे भी सजीव है।····· यह भी गति (प्रकाश की ओर मुड़ना) करते हैं।····· ·····को भोजन मिलना आवश्यक है। बिना भोजन के····· ·····जीवित नही रह सकते है। निर्जीवो को भोजन की·····नही होती।

   अत:, स्वेच्छा, सजीवो, जरूरत, सजीव

3. पक्षियो की चोंच और पजे अनेक प्रकार के····· ····· ·····विभिन्न आकारो के होते है। चोंच और पजो की··· ···· ·····पक्षियों के भोजन सम्बन्धी स्वभाव के अनुसार अलग-अलग ····· 'की होती है। अलग-अलग जाति के पक्षी अलग-अलग·····के घोंसले बनाते हैं। बया पक्षी बहुत सुन्दर·····बनाती है। कुछ पक्षियों के घोंसले सग्रह करो····· उनकी बनावट को ध्यान से देखो।

   बनावट, और, प्रकार, घोंसला, और, प्रकार

4. वर्षा आने से पहले वायुमण्डल में उमस हो····· ·····है। उमस की अधिकता के कारण अनेक प्रकार के·····निकलने लगते है। तुमने सुना होगा कि वर्षा के·····को देखकर मोर नाचने लगता है। इसी प्रकार ·····मे और भी ऐसे अनेक परिवर्तन दिखाई देते है····· आने वाले मौसम का पता चल जाता है।

   बादलों, जिनसे, प्रकृति, जाती, कीड़े-मकोडे

5. जो मृदा ऊपरी स्तर पर पाई जाती है उसे····· ·····मृदा कहते है और जो मृदा 30-50 से० मी०····· ·····वाले स्तर पर मिलती है उसे अधोमृदा ·····है। यह प्राय: ढेलों के रूप में मिलती है।·····मृदा उपजाऊ और खेती के योग्य होती है।

   नीचे, शीर्ष, कहते, शीर्ष

6. जिस प्रकार ऋतु-परिवर्तन के कारण हमारे रहने-सहने और .....में परिवर्तन होता है उसी तरह प्रकृति मे भी..... दिखाई देता है। जैसे जाड़ो के दिनों मे.....सी ऐसी चिडिया, बत्तख, खंजन आदि दिखाई देती है, जो .....में दिखाई नहीं देती। बसत ऋतु में कोयल की..... .....तुमने सुनी होगी। शीत ऋतु में यह कोयल..... .. चली जाती है इस तरह बहुत से कीड़े-मकोडे को..... बरसात ही में देखते हो। जाडे और गरमी मे ये .....नहीं देते।

कहाँ, खाने-पीने, गरमियो, बहुत, परिवर्तन, आवाज, तुम, दिखाई

7. ऊष्मा पाकर पानी भाप मे बदलता है। यह..... ... ठन्डी होकर फिर पानी के रूप मे बदल .....है। हमारे चारो ओर वातावरण में ऊष्मा मौजूद..... .....। इस ऊष्मा ही के कारण गीले कपडो का..... तथा फर्श पर गिरा हुआ पानी जल-वाष्प मे.....कर वायु में मिल जाता है। पानी को.....मे बदलने की क्रिया को वाष्पीकरण कहते है..... ... वाष्प से फिर पानी बनने की क्रिया को..... कहते है। ऊष्मा पाकर पानी वाष्प मे बदलता ....है। ऊष्मा के बहुत कम हो जाने पर .....बहुत ठन्डा हो जाता है तब जम कर .....बन जाता है। बर्फ पानी की ठोस अवस्था है।

बर्फ, सघनन, है, पानी, रहता, और, बदल, भाप, जाती, वाष्प, पानी।

(ग) नीचे दिए गए शब्दो को ध्यान से पढिए और कोष्ठक मे दिए गए शब्दों में से इनसे मेल खाने वाले शब्दों को उनके सामने लिखिये।

उदाहरण—

1.	मेज	—	कुर्सी	(बैल)
2	हल	—	बैल	(बाप)
3.	मा	—	बाप	(धीरे)
4.	तेज	—	धीरे	(कुर्सी)

इसी प्रकार आप भी नीचे दिए गए शब्दो के सामने उनसे मेल खाने वाले शब्दो को लिखिए—

(अ)
1. ऊँचा — (स्वाद)
2. स्पर्श — (नीचा)
(त्वचा)

(ब)
1. धमनियाँ— (कार्क)
2. परखनली — (दूध)
3. गाय — (रोटी)
4. दाल — (शिराएं)
(बत्ताख)

(घ) नीचे कुछ वाक्य दिए गए हैं। उनमें क्रिया के एक वचन और बहुवचन दोनों रूप दिए गए हैं। इन दोनो में से क्रिया का एक ही रूप सही है। जो ठीक है, उस पर आप सही (√) का निशान लगाइए—

उदाहरण—

(√)

दिसम्बर के महीने मे 31 दिन होते है/होता है।

इसी प्रकार आप भी नीचे दिए गए वाक्यों मे ठीक शब्द के ऊपर सही का निशान लगाइये—

1. शेर, चीता, भेड़िया, घडियाल आदि क्या खाते है/खाता है।
2. चन्द्रमा की कलाएं किसे कहते हैं/कहता है।
3. वृक्षो मे नई कोपलें कब आती हैं/है।

(च) नीचे कुछ वाक्य दिए गए हैं। उनमें विशेषण सम्बन्धी गलत व ठीक दोनों शब्द दिए गए है। आप ठीक शब्द पर सही (√) का निशान लगाइए—

उदाहरण—

(√)

बद कमरे की वायु कुछ समय में शुद्ध/अशुद्ध हो जाएगी।

इसी प्रकार आप भी नीचे दिए गए वाक्य में ठीक शब्द के ऊपर सही का निशान लगाइये—

1. पौधे के सूखे पत्ते पीले/हरे होते है।
2. खराब मौसम में बाहर काम करना आसान/मुश्किल होता है।
3. शरीर को स्वस्थ रखने के लिये गन्दी/स्वच्छ हवा चाहिये।
4. चन्द्रमा सूर्य से कम/अधिक प्रकाशवान लगता है।

(छ) नीचे कुछ वाक्य दिए गए है। उनमे कारक सम्बन्धी गलत और ठीक दोनो शब्द दिए गए है। जो शब्द ठीक है उस पर सही (√) का निशान लगाइए—

उदाहरण—

दिवाली पर/से ही सर्दी का मौसम शुरू होता है।

इसी प्रकार आप नीचे दिए गए वाक्यों में ठीक शब्द के ऊपर सही (√) का निशान लगाइये—

1. बूढे होने पर/को पौधे भी मर जाते है।
2. जीवन चक्र केवल सजीवों मे/से ही होता है।
3. हमारे शरीर में देखने का/की अग नेत्र है।
4. हमारे शरीर मे/को भोजन की आवश्यकता होती है।
5. लू पर/ने गर्मी को बढ़ा दिया।

(ज) नीचे कुछ वाक्य दिये गए हैं। उनमें काल सम्बन्धी गलत और सही दोनो शब्द दिए गए है। वाक्य को ध्यान से पढिए और ठीक शब्द पर सही (√) का निशान लगाइए—

उदाहरण—

एक लकडी से उसे छुआ ही था कि मधुमक्खियों ने हमला बोला है/बोल दिया।

इसी प्रकार आप भी नीचे दिए गए वाक्यो मे ठीक शब्द के ऊपर सही का निशान लगाइये—

1. जब बरसात की ऋतु आती थी/है तो उसमे मोर नाचता है।
2. चौपायों के चार पैर होते हैं, किन्तु पक्षियो के केवल दो पैर ही होते है/थे।
3. जब गर्मी ज्यादा हो जायेगी तो वायुताप ज्यादा हो जाएगा/जाता था।

(झ) नीचे कुछ वाक्य दिए गए है। उनमे लिंग सम्बन्धी गलत व ठीक दोनो शब्द दिए गए हैं। आप ठीक शब्द पर सही (√) का निशान लगाइए—

उदाहरण—

संतोषीलाल न्यायालय का आदेश लेकर चला गया/गई।

इसी प्रकार आप भी नीचे दिए गए वाक्यो में ठीक शब्द के ऊपर सही का निशान लगाइए—

1. केतली की टोंटी से भाप निकल रही है/रहा है।
2. पत्तियो में क्या परिवर्तन होती है/होता है।
3. गुड़ का स्वाद मीठा होता है/होती है।
4. भोजन प्राप्त करने की कोशिश सभी सजीव करती है/करते है।
5. वायुदिशा सूचक ठीक दिशा दिखाती है/दिखाता है।

(त) नीचे कुछ लम्बे वाक्य दिए गए है। इन्ही वाक्यो को फिर से छोटे-छोटे वाक्यो में लिखा गया है। इन छोटे वाक्यो के तीन वर्ग बनाए गए है। इनमे से एक वर्ग ही ऊपर के लम्बे वाक्य का पूरा-पूरा अर्थ देता है। नीचे दिए गए वाक्यों को ध्यान से पढिए और लम्बे वाक्य का पूरा-पूरा अर्थ देने वाले वर्ग पर सही (√) का निशान लगाइये—

1. ये सभी प्राणी दिन-भर भोजन की तलाश मे इधर-उधर घूमते-फिरते हैं और शाम को अपने-अपने घोसलो में चले जाते है।

वर्ग 1. (अ) ये प्राणी अपना भोजन नही करते।
(ब) शाम को अपने घोसले मे जाते है।
(स) ये घूमते रहते है।

वर्ग 2. (अ) ये प्राणी सुबह अपने घोंसलों मे रहते है।
(ब) शाम को ये भोजन का तलाश करते है।
(स) दिन भर इधर-उधर घूमते है।

वर्ग 3. (अ) ये प्राणी दिन भर इधर-उधर घूमते है।
(ब) ये भोजन की तलाश करते है।
(स) शाम को अपने घोसलो मे जाते है।

2 निर्जीव पदार्थ जैसे पत्थर, ईट, मोटर, साइकिल, मकान आदि सजीवो की तरह न जन्म लेते हैं, न बड़े होते है, न सतान पैदा करते है और न अन्त में मरते ही हैं।

वर्ग 1. (अ) पत्थर जन्म लेते हैं।

(ब) मोटर, साइकिल अन्त मे मर जाते है।

(स) निर्जीव पदार्थ बडे होते है।

(द) निर्जीव पदार्थ संतान पैदा करते है।

वर्ग 2. (अ) निर्जीव पदार्थ जन्म नहीं लेते है।

(ब) ये पदार्थ बड़े नही होते है।

(स) ये सन्तान पैदा नही करते।

(द) ये अंत में मरते नही है।

वर्ग 3. (अ) निर्जिव पदार्थ बड़े होते है।

(ब) मोटर, पत्थर, ईंट, सजीव पदार्थ है।

(स) निर्जीव पदार्थ सन्तात पैदा करते है।

(द) पत्थर जन्म लेते है।

3. सूर्य यद्यपि हमसे करोड़ो कि० मी० दूर है फिर भी हम उसकी गर्मी महसूस करते है।

वर्ग 1. (अ) सूर्य हमारे बहुत पास है।

(ब) हम उसकी गर्मी महसूस करते है।

वर्ग 2. (अ) सूय हमसे बहुत दूर है।

(ब) हमें उसकी गर्मी महसूस होती है।

वर्ग 3. (अ) सूर्य हमसे बहुत दूर है।

(ब) इसलिये सूर्य में गर्मी नही होती है।

विज्ञान (भाग-3)

[अ]

(क) नीचे कुछ प्रश्न दिए गए है। प्रत्येक प्रश्न के तीन उत्तर दिए गए है। आप उन्हे ध्यान से पढिए। इनमें एक ही उत्तर सही है। आपको जो उत्तर ठीक लगे उसके ऊपर सही (√) का निशान लगाइये—

1 वाष्प इजन को चलाने के लिए पानी का कौन-सा रूप काम मे आता है ?

(अ) ओस

(ब) बर्फ

(स) भाप

2. पक्षी एक जगह से दूसरी जगह क्यों जाते हैं?

(अ) घूमने के लिए

(ब) अन्य पक्षियो से मिलने के लिए

(स) सर्दी या गर्मी से बचने लिए

3. मिट्टी के कौन-कौन से तीन अवयव होते है ?

(अ) चूना, रेत, मोटे ककड़

(ब) चिकनी मिट्टी, ककड़, पत्थर

(स) चूना पत्थर, रेत, चिकनी मिट्टी

4. चुम्बक के दोनो सिरो को क्या कहते हैं ?

(अ) दक्षिणी ध्रुव तथा पश्चिमी ध्रुव

(ब) उत्तरी ध्रुव तथा दक्षिणी ध्रुव

(स) उत्तरी दिशा तथा दक्षिणी दिशा

5. ऑक्सीजन प्राप्त करने के लिए हम क्या करते है ?

(अ) श्वास लेते है

(ब) खाना खाते है

(स) पढते है

(ख) नीचे कुछ सही और कुछ गलत कथन दिए गए है, उन्हे आप पढिए और जिन्हे आप सही समझते है उनके सामने सही (√) का निशान लगाइए—

1. श्वास लेते समय मुँह खुला रखना चाहिये।

2. अनुभव करने वाले अगों को ज्ञानेन्द्रियाँ कहते हैं।

3. पृथ्वी का अक्ष सीधा है।

4. शीर्ष मृदा का स्तर लगभग 30 से० मी० गहराई तक होता है।

5 केवल पानी मृदा के परिवहन का साधन है।

(ग) नीचे 'क' और 'ख' दो सूचियाँ दी गई है 'क' सूची मे कुछ शब्द दिए गए है, आप उन्हे ध्यान से पढ़िए। फिर 'क' सूची के हर शब्द से मेल खाने वाला शब्द 'ख' सूची से चुनिए और उस शब्द को 'क' सूची के सामने वाले कोष्ठक मे लिखिए—

(क)	'क'		'ख'
1.	चुम्बक	( )	आकर्षण
2.	ग्रीष्म	( )	सूर्य

3. शीर्षमृदा ( ) पानी

4. बीज ( ) ह्यूमस

अंकुर

(घ) कोष्ठक मे दिये गये शब्दो मे से ठीक शब्द पर सही (√) का निशान लगाइये—

1. (बरसात/गर्मी) के मौसम मे वृक्ष हरे-भरे रहते है ।

2. जैव क्रिया के लिए जब दो या उससे अधिक अंग एक ही क्रिया मे भाग लेते है तो उसे (तन्त्र/यन्त्र) कहते है ।

(ङ) नीचे कुछ वाक्यों मे कुछ शब्दों को समझाया गया है। आप वाक्य पढिए और जिस वाक्य में जिस शब्द को समझाया गया है उसके सामने दिए गए स्थान पर नीचे लिखे शब्दों में से उस शब्द की संख्या लिखिए—

1. जिसके द्वारा वायु का दबाव मापा जाता है।
( )

2. पौधों द्वारा भोजन बनाने की क्रिया को कहते हैं।
( )

3. जिसके द्वारा पक्षी उड़ते हैं ।

4. जो बर्फ व नमक को मिला देने से बनता है।
( )

5. जिसके फटने पर पौधा उगता है।
( )

6. गर्मी के मौसम मे चलने वाली गर्म हवा ।
( )

7. जो पौधो या शाकीय पदार्थो को ही खाते हैं।
( )

1. पख 2. बीज

3. शाकाहारी प्राणी 4. हिम मिश्रण

5. प्रकाश संश्लेषण 6. लू

7. वायुदाब मापी

(च) नीचे दिए हुए शब्दों में से ठीक शब्द चुनकर वाक्यो मे खाली जगह पर भरिये—

1. अधिकांश प्राणी भोजन के लिए ..... पर निर्भर है।

2. सूर्य के प्रकाश से पौधो को ..... मिलता है।

3. अधिकांश पक्षी ..... मे रहते है।

भोजन, पौधो, घोसले, तंत्र

(छ) नीचे कुछ अनुच्छेद दिए गए है। इन अनुच्छेदो को ध्यान से पढिए और पढ़कर उनके नीचे दिए गए प्रश्नो के उत्तर अनुच्छेद मे दी गई सूचना के आधार पर सक्षेप में लिखिए—

1. एक ऐसा गमला लो जिसमें कोई पौधा सीधा लगा हुआ हो। इस गमले को अपनी कक्षा की खिडकी में रख दो। कुछ दिनो के बाद देखो क्या होता है? यदि यह पौधा भी बाहर की ओर झुक जाए तो गमले को इस प्रकार घुमा दो कि पौधे का झुका हुआ भाग अन्दर की ओर हो जाए। कुछ दिनों के बाद फिर देखो।

प्रश्न—

1. गमले में कोई पौधा कैसा लगा होना चाहिए?
2. गमले को कहाँ रखना चाहिए?
3. कुछ दिनो बाद पौधा किस ओर झुका हुआ लगेगा?

उत्तर—

1.
2.
3.

2. चिड़ियों को तुमने खाना खाते देखा ही होगा। कभी-कभी यह कीटों को भी खाती हैं। कूडे के ढेर में से चुग-चुग कर मुर्गी कीट ही खाती है। कुछ प्राणी मांसाहारी भी हैं और शाकाहारी भी, जैसे कुत्ता रोटी आदि भी खाता है और मास भी। कुछ मनुष्य भी माँस और शाक दोनो खाते है।

प्रश्न—

1. चिडिया दाने के अतिरिक्त और क्या खाती है?
2. एक ऐसे जीव का नाम बताओ जो मांसाहारी और शाकाहारी दोनों हो?
3. क्या सभी मनुष्य मासाहारी होते है?

उत्तर—

1.
2.
3.

3. किन्तु विकिरण द्वारा ऊष्मा के संचार के लिए किसी माध्यम की आवश्यकता नहीं। यह सीधी ही हम तक पहुँचती है। काच, पानी आदि कुछ पदार्थ ऐसे हैं जो गरमी के कुछ भाग को रोकते है। बहुत-सी वस्तुएँ जैसे दीवार, लकड़ी आदि ऐसी भी हैं जो बिकिरण द्वारा सचालित ऊष्मा को बिलकुल रोक लेती है।

प्रश्न—

1. क्या विकिरण द्वारा ऊष्मा-सचार के लिए किसी माध्यम की आवश्यकता होता है?

2. वे कौन-से पदार्थ है जो गरमी के कुछ भाग को रोक लेते है ?

3. कुछ ऐसी वस्तुओं के नाम बताओ जो ऊष्मा को बिल्कुल रोक लेती है।

उत्तर—

1.

2.

3.

4. वृक्षो की टहनियो पर बैठने वाले पक्षियों जैसे बुलबुल, तोता, कोयल, कबूतर आदि के पंजों की बनावट देखो। चील, गिद्ध, उल्लू, कौआ, बाज आदि अपने शिकार को पंजों से पकड़कर ले जाते है और उनका माँस खाते हैं। इनके पजों की बनावट को गौर से देखों।

प्रश्न—

1. वृक्षो की टहनियों पर बैठने वाले कुछ पक्षियों के नाम लिखिए।

2. चील अपने शिकार को किसके द्वारा पकडती है ?

3. बाज, गिद्ध, उल्लू आदि क्या खाते हैं ?

उत्तर—

1.

2.

3.

5. तुम जानते हो कि जैव-पदार्थ ज्वलनशील होते है और जलने पर कार्बन डाइआॅक्साइड तथा जल वाष्प निकालते है। तेज गरम मिट्टी मे ये लाल-लाल कण और निकलता हुआ धुँआ यही सिद्ध करते है कि इस मृदा मे ह्यूमस है जो जल रहा है।

प्रश्न—

1. जैव पदार्थ कसे होते हैं ?

2. जलने पर जैव पदार्थ से क्या निकलता है ?

3. तेज गरम मिट्टी में क्या जलता है ?

उत्तर—

1.

2.

3.

6. पतझड में तेज हवा चजती है और हवा के साथ-साथ वृक्षों की पत्तियां भी झडने लगती है। इन झडी हुई पत्तियों से स्कूल के कमरों, हमारे घरों आदि में सभी जगह कूडा हो जाता है।

प्रश्न—

1. पतझड में कैसी हवा चलती है ?

2 पतझड़ मे हवा के साथ-साथ वृक्षों से क्या झड़ने लगता है ?

3. पतझड के मौसम मे स्कूल व घरो में क्या इकट्ठा हो जाता है ?

उत्तर—

1.

2.

3.

(ज) 1. नीचे दी गई वस्तुओं मे से निर्जीव वस्तु पर सही (√) का निशान लगाइये—

(अ) घड़ी

(ब) बैल

(स) आम का वृक्ष

2. नीचे दिए गए वाक्यो के रिक्त स्थानों में उनके नीचे दिए गए शब्दों मे से ठीक शब्द चुनकर लिखिए—

समान्यतः. .....होने पर यातायात रुक जाता है।

(अ) तेज धूप

(ब) बादल

(स) तूफान तथा अत्यधिक वर्षा

3. ....देखकर मौसम का अनुमान लगाया जाता है।

(अ) सूर्य

(ब) कीड़े-मकोडे के निकलने आदि

(स) वृक्ष

4. काँच की नली द्वारा यदि चूने के पानी मे मुख से श्वास छोडी जाए तो चूने के पानी का रग..... हो जायेगा।

(अ) नीला

(ब) पीला

(स) दूधिया

5. सूर्य के प्रकाश से पौधे अपने लिए··· ····· . बनाते हैं।

(अ) खनिज

(ब) भोजन

(स) वायु

6. अच्छी पैदावार के लिए.....अधिक उपयोगी है।

(अ) अधो मृदा

(ब) शीर्ष मृदा

(स) रेत

7. ....मृदा के परिवहन का साधन है।

(अ) बन्द पानी

(ब) बहता पानी

(स) रेलगाडी

(झ) नीचे कुछ वाक्यो को तोड-तोड़ कर लिखा गया है और उनका क्रम भी ठीक नहीं है। आप उन्हे ध्यान से पढिए और सबको मिलाकर एक सही वाक्य बनाकर लिखिए—

1. ऑक्सीजन के बिना
कठिन
जीवित रहना
है।

2. होता है
कम तापवाली वस्तु मे
अधिक तापवाली वस्तु से
ऊष्मा का सचार

3. ईधन को
होती है
ऊष्मा पैदा
जलाने से ।

भाषा सम्प्रेषणीयता परीक्षण

(राजस्थान राज्य पाठ्यपुस्तक मण्डल, जयपुर द्वारा कक्षा तीन के लिए प्रकाशित समाजिक ज्ञान की पाठ्यपुस्तक परा आधारित)

प्रिय बालकों,

1. आप अपनी कक्षा में समय-समय पर परीक्षा देते रहे है किन्तु यह परीक्षण उस प्रकार का नही है। इस परिक्षण का आपके परीक्षा फल से कोई सम्बन्ध नही है। इसलिए इस परीक्षण से घबराने की जरूरत नहीं है।

2. इस परीक्षण मे दिए गये प्रश्नो का उत्तर लिखने के लिए अलग से कोई उत्तर पुस्तिका नहीं दी जाएगी। आपको इसी परीक्षण मे दी गई खाली जगहों मे इन प्रश्नो के उत्तर देने है ; खाली स्थान भरने हैं या सही (√) के निशान लगाने हैं। इसलिए प्रश्नों के ऊपर दिए गए निर्देशो को ध्यान से पढो और उनके अनुसार प्रश्नों के उत्तर दो।

3. इस परीक्षण के तीन भाग है। भाग-2 और भाग-3 के भी 'अ' और 'ब' दो-दो भाग दिए गए हैं। इस प्रकार कुल मिलाकर पांच भाग हो जाते है। आपको एक समय में एक ही भाग के प्रश्नों के उत्तर देने है।

डा० आई० एस० शर्मा

छात्रों के विषय में सामान्य सूचना

1. नाम———————————————
2. कक्षा———————————————
3. आयु———————————————
4. लड़का/लड़की———————————————
5. मातृभाषा———————————————
6. शहरी/ग्रामीण———————————————
7. पिता का नाम———————————————
8. पिता का पेशा———————————————
9. माता-पिता की शिक्षा———————————————
10. माता-पिता की मासिक/वार्षिक आय———————
11. आय के अन्य साधन———————————————
12. संयुक्त परिवार/केन्द्रित परिवार———————
13. परिवार की कुल सदस्य संख्या——स्त्री——पुरुष—
14. भाई-बहिनो की संख्या——भाई-——बहिन———
15. स्कूल का नाम पता———————————————

सामाजिक ज्ञान (भाग-1)

(क) नीचे लिखे वाक्यों को ध्यान से पढिए। हर एक वाक्य में कोष्ठक के अन्दर एक ही शब्द तीन प्रकार से लिखा गया है। कोष्ठक मे लिखे हुए शब्दों मे से जिसे आप ठीक समझते है, उसके ऊपर सही (√) का निशान लगाइये—

1. जिसके द्वारा हमे दिशा का ज्ञान होता है उसे (खातुबनुमा, कुतुबनुमा, कुतुबनाम) कहते है।
2. पेड का वह भाग जो पृथ्वी के अंदर रहता है, उसे (जडा, जढ़, जड़) कहते है।
3. जहाँ मुसलमान लोग प्रार्थना करते हैं, उसे (मस्जित, मस्जिथ, मस्जिद) कहते है।

(ख) नीचे कुछ शब्द दिए गए है। प्रत्येक शब्द के सामने उसके तीन-तीन अर्थ दिए गए है जिनमे से एक ही अर्थ सही है। इन शब्दो को ध्यान से पढ़िए और ठीक अर्थ के ऊपर सही (√) का निशान लगाइये—

नक्शा—चलचित्र, रेखाचित्र, मानचित्र

रेगिस्तान—मरुस्थल, समतल, बन्जर जमीन

(ग) नीचे दिए गए शब्दों को ध्यान से पढिए और कोष्ठक में दिए गए शब्दो मे से इनके समान अर्थ देनेवाले शब्दों को छाटकर उनके सामने लिखिए—

उदाहरण—

1.	मानव—	मनुष्य	(पास)
2.	आकाश—	नभ	(नभ)
3	निकट—	पास	(मनुष्य)
			(मेघ)

इसी प्रकार आप भी नीचे दिए गए शब्दो के समान अर्थ वाले शब्दो को उनके सामने लिखिए—

1.	धरती —	(बादल)
2.	मेघ	(औरत)
3.	स्त्री	(पृथ्वी)
		(बृद्ध)

(घ) नीचे दिए शब्दो को ध्यान से पढ़िए और कोष्ठक मे दिए गए शब्दों मे से इनके उल्टे अर्थ देने वाले शब्दो को छाटकर उनके सामने लिखिए—

उदाहरण—

1.	गरमी	—	सरदी	(आना)
2.	दानव	—	मानव	(सस्ता)
3	मँहगा	—	सस्ता	(सरदी)
				(मानव)

इसी प्रकार आप भी नीचे दिए गए शब्दो के उल्टे शब्दो को उनके सामने लिखिए—

	(क)	(ख)
1.	लडके —	(नालायक)
2.	स्वस्थ —	(लड़कियाँ)
		(अस्वस्थ)

(ङ) नीचे कुछ शब्द दिए गए है। एक शब्द को छोड़कर बाकी सभी शब्द एक ही तरह के हैं। उस एक शब्द के ऊपर गलत (×) का निशान लगाओ जो बाकी शब्दों से मेल नही खाता—

1. अशोक, चन्द्रगुप्त, सिकन्दर, महाभारत, हर्ष।
2. बस, रेल, मोटर, डाकखाना, हवाई जहाज।
3. गांव, शहर, कस्बा, अस्पताल, तहसील।
4. लुहार, कपा, जुलाहा, सुनार, मोची।

(च) नीचे दिए गए दस शब्दो को पढिए। पढ़ने पर आप पायेगे कि इनमे पाँच शब्द एक तरह के है और शेष पांच शब्द दूसरी तरह के है, जैसे—

कमीज, गेहूँ, बाजरा, घाघरा, धोती, चावल, मक्का, चोली, चना, पाजामा।

इनमे पाच शब्द कपडो से सम्बन्धित है और शेष पाच अनाज से, जैसे —

वर्ग 1. कमीज, घाघरा, धोती, चोली, पजामा

वर्ग 2 गेहूँ, चावल, बाजरा, मक्का, चना

इसी तरह से आप नीचे दिए गए शब्दो के दो-दो वर्ग बनाकर उन्हे लिखिए—

1. कस्बा, मौसम, जिला, सर्दी, तहसील, राज्य, बसत, गर्मी, गाव, बरसात

2. पर्वत, घाटिया, जक्शन, पठार, स्टेशन, पहाड, रेल इजन, पर्वत-मालाए, पटरी।

1.

वर्ग (1)
वर्ग (2)

2.

वर्ग (1)
वर्ग (2)

(छ) नीचे दो वाक्य एक साथ दिए गए है। दूसरा वाक्य पहले वाक्य से भिन्न अर्थ देता है। इसलिए पहले वाक्य के अर्थ के आधार पर उससे भिन्न अर्थ देने वाले दूसरे वाक्य के खाली स्थान को भरिये—

उदाहरण—

चॉक से श्यामपट्ट पर लिखते है।

पैन से कागज पर लिखते है।

इसी प्रकार आप भी आगे के वाक्यो को पूरा कीजिए—

1. नदी के पानी को इकट्ठा करने के लिए उसके रास्ते में बाँध बनाना पडता है।

खेतो की सिचाई करने के लिए नदी में से ..... निकाली जाती है।

2. रात को आकाश मे ध्रुव तारा ढूंढ़ लेने पर दिशा जानना सरल हो जाता है।

दिन मे बादल हों तो दिशा ..... से जानी जाती है।

3. अच्छा काम करने वाले लोग भले आदमी कहलाते है।

..... काम करने वाले लोग बुरे आदमी कहलाते है।

4. तेज बुद्धि वाले विद्यार्थी ज्यादा अंक पाते है।
..... वाले विद्यार्थी कम अक पाते है।

सामाजिक ज्ञान (भाग-2)

[अ]

(क) नीच कुछ वाक्य दिए गए है। इन वाक्यों मे सही अर्थ बताने के लिए कोष्ठक में दो-दो शब्द दिए गऐ है। इन दोनों शब्दों मे से एक ही शब्द ठीक है। ठीक शब्द के ऊपर सही (√) का निशान लगाओं—

1. (दिवाली/होली) दीपको का त्योहार है।

2. हमारी पृथ्वी धीरे-धीरे (गरम/ठण्डी) हुई।

(ख) नीचे कुछ अनुच्छेद दिए गए है, इन अनुच्छेदों में कुछ स्थान खाली छोड़े गए हैं। इन अनुच्छेदो के नीचे इन खाली स्थान को भरने के लिए कुछ शब्द दिए गए है। इन शब्दों मे से सही शब्द चुनकर खाली स्थानो को भरिए—

1. जून का अन्त आ गया और एक दिन ····· मे बहुत से बादल घिर आए। काले-काले, पहाड़ जैसे ····· ·····और घने बादल। सूरज उनकी ओट मे छिप····· ····। चारो ओर अधेरा सा होने लगा। घरों मे से····· ·····दौड-दौड कर बाहर निकल आए और आकाश की ····· ····· ऊँचा हाथ कर गाने लगे, 'काले बादल पानी·· ·· ·, काले बादल पानी दो'।

   बच्चे, आकाश, बडे, गया, दो, ओर

2. कुछ देर ठहरने के बाद गाडी फिर से ·· · ·· हुई। थोड़ी देर मे वे फुलाद स्टेशन पहुँचे। ····· से गाड़ी के आगे बढ़ने पर ललित ने ·· ····· कि फुलाद के बाद लम्बे-चौड मैदान गायब हो ····· ·,गाड़ी की चाल धीमी हो गई और गाडी ····· ·को काट कर बनाऐ गए तग रास्ते से ····· ·लगी। ललित को बडा अचम्भा होने लगा। उसने ·· ·· ·, "मामाजी, यह गाड़ी धीरे कैसे चलने लगी और ····· लम्बे चौड़े मैदान कहां चले गए!"

   वहां, गये, देखा, रवाना पहाड, चलने, पूछा, वे

3. जब भी रात में चाँद नही दिखाई देता, ····· तारे हमे रोशनी देते है। हम इनसे ····· रात मे समय भी ज्ञात कर सकते है। ····· दादा जी से पूछा तो वे तारो को····· ·बिना घडी देखे ही समय बता देंगे। गांवों मे तो····· यही करते है। इनको देखकर हम दिशा भी ····· सकते हैं, जिससे रेगिस्तान, जगल, समुद्र आदि स्थानो पर····· ढूँढने मे सहायता मिलती है। आओ, तुम्हे तारो से····· जानने की तरकीब बतलाएँ।

   अपने, देखकर, तो, लोग, देखकर, जान, दिशा, रास्ता

4. मोहन के पिता जी ने आगे बताया कि उन्ह ····· ·· विश्वामित्र नाम के एक महार्षि बन में तपस्या ·····थे। उन्हें राक्षस जाति के लोग बहुत सताते थे। ····· उन्होंने दशरथ से राम और लक्ष्मण को उनके ·····भेजने के लिए कहा। दशरथ को राम बडे ····· थे। वे उन्हें विश्वामित्र के साथ नहीं भेजना

..... थे । लेकिन महर्षि के कहने पर उन्होने राम ..... लक्ष्मण को उनके साथ भेज दिया। राम बडे ..... थे। उन्होने आसानी से जंगलों में सब राक्षसो को ..... भगाया।

करते, साथ, दिनो, इसलिए, चाहते,
प्यारे, मार, वीर, और

5. चन्द्रगुप्त ने अपने गुरु चाणक्य की सलाह से ..... की भलाई के लिए बड़े अच्छे-अच्छे काम किए। ..... कुएँ खुदवाए, सडकें बनवाईं, पेड लगवाये, धर्मशालाऐं बनवाई । ..... बदमाशो को कडी सजाएँ दीं। उसके राज्य में ..... बहुत खुश और धनी थे। बहुत लम्बे समय के ..... लोगो को इतना अच्छा राजा मिला था। इसलिए ..... चन्द्रगुप्त को आज भी याद करते है।

उसने, जनता, लोग, हम, उसने, बाद

6. अशोक के इन अच्छे कामों के कारण ही ..... के इतिहास मे अशोक को एक महान राजा ..... जाता है। वास्तव में वह महान था। उसने ..... चलाने मे दूसरे राजाओ की तरह तलवार का ..... नही लिया और सदा लोगो की भलाई की ..... करता रहा । उसकी भलाई और सहायता की याद .....रखने के लिए ही उसके चिन्ह 'अशोक चक्र' को ..... अपने देश के झडे मे जगह दी है।

माना, राजकाज, दुनिया, सहारा, बात, हमने, बनाये

7. विक्रमादित्य स्वय बडा विद्वान था। वह विद्वानो का ..... आदर करता था। दरबार में बडे-बड़े विद्वान ..... थे। उन सब में कालीदास का नाम अधिक ..... है। कालीदास एक अच्छा नाटककार और कवि था ..... महाकवि कहा जाता है। उसने नाटक और कविताओं की ..... पुस्तकें लिखी है। तुम्हारे विद्यालय मे तुम्हारे बड़े ..... कभी-कभी ऐसे नाटक खेलते है। ऐसे रोचक नाटक ..... अच्छी कविताएँ लिखना साधारण आदमी का काम नही है।

रहते, बहुत, प्रसिद्ध, कई, उसे, साथी, और।

(ग) नीचे दिए गए शब्दो को ध्यान से पढिए और कोष्ठक मे दिए गए शब्दो में से इनसे मेल खाने वाले शब्दों को छाटकर उनके सामने लिखिए—

उदाहरण—

1 मेज — कुर्सी (बैल)
2. हल — बैल (बाप)
3. मा — बाप (धीरे)
(कुर्सी)

इसी प्रकार आप भी नीचे दिए गए शब्दों के सामने उनसे मेल खाने वाले शब्दो को लिखिए—

(अ) 1. ठडा — (पुरुष)
2. पृथ्वी — (गम)
3. नारी — (आकाश)
4. चाँद — (म्यान)
(तारे)

(ब) 1. बादल— (तूफान)
2. आँधी— (प्रकाश)
(बरसात)

(घ) नीचे कुछ वाक्य दिए गए है। उनमे लिंग सम्बन्धी गलत व ठीक दोनों शब्द दिए गए हैं। आप ठीक शब्द पर सही (√) का निशान लगाइए—

उदाहरण—

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वैशाख और जेठ में कडी गरमी पड़ता है/पड़ती है।

इसी प्रकार आप भी नीचे दिए गए वाक्यो में ठीक शब्द के ऊपर सही का निशान लगाइए—

1. जब भाप के साथ पानी की छोटी-छोटी बूंदे होती है, तभी वह इस तरह दिखाई देते/देती है।
2. अध्यापकजी ने कहा कि नगरपालिका सड़के बनाती है, यदि शहर में कही आग लग जाए तो उसे बुझाने का भी प्रबन्ध करता/करती है।
3. वैशाख और जेठ में कड़ी गरमी पड़ती है, लू चलती है, धूल भरी आँधियाँ आती/आते है।
4. एक दिन सवेरे ही वे रेल से रवाना हुए, गाडी हर स्टेशन पर रुकती जा रहा था/रही थी।

(ङ.) नीचे कुछ वाक्य दिए गए है। उनमें विशेषण सम्बन्धी गलत व ठीक दोनों शब्द दिए गए है। आप ठीक शब्द पर सही (√) का निशान लगाइए।

उदाहरण—

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गर्मी मे दिन भर गर्म/ठन्डी-ठन्डी लू चलती है।

इसी प्रकार आप भी नीचे दिए गए वाक्यो में ठीक शब्द के ऊपर सही का निशान लगाइए—

1. सिम्बा एक लम्बा/बौना बालक है।
2. सिकन्दर एक साहसी/डरपोक राजा था।
3. अशोक बहुत कठोर/दयालु राजा था।

(च) नीचे कुछ वाक्य दिए गए है। उनमे कारक सम्बन्धी गलत व ठीक दोनो शब्द दिए गए हैं। जो शब्द ठीक है उस पर सही (√) का निशान लगाइए—

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ऐसी कई तहसीलो को/की मिलाकर जिला बनता है।

इसी प्रकार आप भी नीचे दिए गए वाक्यों में ठीक शब्द के ऊपर सही का निशान लगाइए—

1. गाँव के लोग इसे आठवी कक्षा तक बढाने के लिए सरकार से/मे अनुरोध करते है।
2. होली पर/से ही गरमी का मौसम शुरू होता है।
3. हर्ष को पढ़ाई लिखाई से/पर बहुत प्रेम था।
4. ऐसे रोचक नाटक और कहानियाँ लिखना साधारण आदमी की/का काम नही है।

(छ) नीचे कुछ वाक्य दिए गए है। उनमे क्रिया के एकवचन और बहुवचन दोनों रूप दिए गए है। इन दोनो मे से क्रिया का एक ही रूप ठीक है। जो ठीक है उस पर आप सही (√) का निशान लगाइए—

उदाहरण—

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सूरज काले-काले पहाडो के पीछे छिप गया/गये।

इसी प्रकार आप भी नीचे दिए वाक्यों मे ठीक शब्द के ऊपर सही का निशान लगाइए—

1. पाण्डव उस समय छोटे ही थे/था।
2. जून का अन्त आ गये/गया।
3. लो बूँदें भी आ गया/गयी।
4. क्या तुम इनको गिन सकता है/सकते हो।

(ज) नीचे कुछ वाक्य दिए गए है। इनमे काल सम्बन्धी गलत और ठीक दोनो शब्द दिए गए है। वाक्य को ध्यान से पढ़िए और ठीक पर सही (√) का निशान लगाइए।

उदाहरण—

लडकियाँ यहाँ बैठेगी और लड़के वहाँ बैठे थे/

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बैठेंगे।

इसी प्रकार आप भी नीचे दिए गए वाक्यो मे ठीक शब्द के ऊपर सही (√) का निशान लगाइए—

1. ललित और उसके मामाजी इसी तरह बाते करते जा रहे थे और गाडी धीरे-धीरे आगे बढ़ रही है/थी।
2. खुले भागो में भी जहाँ कहीं आस-पास की भूमि से ऊँची और समतल भूमि होती है, उसे भी पठार कहते है/थे।
3. धरती के निकट की भाप के ठण्डे होने से कोहरा या ओस बनती है और बादलों के ठण्डे होने से वर्षा होती थी/है।
4. बडे जीवों मे सबसे पहले ऐसे जीव थे जो केवल पानी के अन्दर ही रह सकेगे/सकते थे।

(झ) नीचे कुछ वाक्य दिए गए है। इन्ही वाक्यों को फिर से छोटे-छोटे वाक्यो मे लिखा गया है। इन छोटे वाक्यो के तीन वर्ग बनाए गए है। इनमे से एक वर्ग ही ऊपर के लम्बे वाक्य का पूरा-पूरा अर्थ देता है। नीचे लिखे वाक्यो को पढिए और लम्बे वाक्य का पूरा-पूरा अर्थ देने वाले एक वर्ग पर सही (√) का निशान लगाइए—

1. अशोक के एक शिलालेख पर लिखा है, पशुओ को नही मारना चाहिए, बडो की आज्ञा माननी चाहिए और मित्रो के साथ नम्रता का व्यवहार करना चाहिए।

   वर्ग 1.

   (अ) अशोक के एक शिलालेख पर लिखा है।

   (ब) पशुओ को मारना चाहिए।

   (स) बडो की आज्ञा माननी चाहिए।

   (द) मित्रो के साथ अच्छा व्यवहार करना चाहिए।

   वर्ग 2.

   (अ) बडो की आज्ञा माननी चाहिए।

   (ब) मित्रों के साथ कठोरता का व्यवहार करना चाहिए।

   (स) पशुओ को नही मारना चाहिए।

   (द) अशोक के एक शिलालेख पर लिखा है।

वर्ग 3.

(अ) अशोक के एक शिलालेख पर लिखा है।

(ब) पशुओ को नही मारना चाहिए।

(स) वड़ों की आज्ञा माननी चाहिए।

(द) मित्रो के साथ अच्छा व्यवहार करना चाहिए।

2. सीता के स्वयवर मे आए लोगो ने एक-एक करके धनुष की चाप चढाने की कोशिश की, लेकिन धनुष की चाप चढाना तो दूर कोई उसे उठाने मे भी सफल न हो सका।

वर्ग 1.

(अ) सीता के स्वयवर मे बहुत से लोग आये थे।

(ब) धनुष को कोई न तोड़ सका।

(स) सबने धनुष की चाप चढाने का प्रयत्न किया।

(द) कुछ लोग उसे उठाने में सफल हुए।

वर्ग 2.

(अ) सीता के स्वयबर मे बहुत से लोग आये थे।

(ब) सबने धनुष की चाप चढाने का प्रयत्न किया।

(स) कोई धनुष की चाप न चढ़ा सक।

(द) यहाँ तक कि कोई उसे उठा भी न सका।

वर्ग 3.

(अ) धनुष को सबने उठा लिया।

(ब) सीत के स्वयवर में बहुत से लोग आए थे।

(स) सबने धनुष की चाप चढाने का प्रयत्न किया।

(द) सब इसमे सफल हुए।

3. बडी-बडी दुकाने है और मोटरो, ट्रकों, तांगों, रिक्शों का तो ताँता लगा हुआ है, परन्तु सब अपनी बाईं ओर ही चल रहे हैं।

वर्ग 1.

(अ) बडी-बड़ी दुकाने हैं।

(ब) ट्रक अपनी बाईं ओर चल रहे हैं।

(स) रिक्शा अपनी बाईं ओर चल रही हैं।

वर्ग 2.

(अ) रिक्शा अपनी बाईं ओर चल रही है।

(ब) मोटरे अपनी बाईं ओर चल रही है।

(स) बडी-बड़ी दुकाने है।

बर्ग 3.

(अ) बडी-बड़ी दुकाने है

(ब) मोटर, ट्रक अपनी बाईं ओर चल रहे है।

(स) रिक्शा, तागे भी अपनी बाईं ओर ही चल रहे है।

4 भिक्षु ने अशोक की हिम्मत बँधाई और कहा, 'अब तुम्हे लड़ाई के बजाय प्रेम से लोगो का मन जीतना चाहिए, महात्मा बुद्ध के उपदेशो को मानना चाहिए और उनका प्रचार करना चाहिए।'

वर्ग 1.

(अ) भिक्षु ने अशोक को लड़ाई के लिए उकसाया।

(ब) अशोक को बुद्ध के उपदेशों को मानना व प्रचार करना चाहिए।

(स) भिक्षु ने अशोक को लड़ाई से लोगों को जीतने को कहा।

(द) भिक्षु ने अशोक की हिम्मत बँधाई।

वर्ग 2.

(अ) भिक्षु ने अशोक की हिम्मत बँधाई।

(ब) भिक्षु ने अशोक को प्रेम से लोगों का मन जीतने को कहा।

(स) अशोक को महात्मा बुद्ध के उपदेशों को मानना चाहिए।

(द) बुद्ध के उपदेशो का उसे प्रचार करना चाहिए।

वर्ग 3.

(अ) भिक्षु ने अशोक की हिम्मत बँधाई।

(ब) भिक्षु ने बुद्ध के उपदेशो का प्रचार किया।

(स) भिक्षु ने अशोक को उपदेश दिया।

(द) बुद्ध के उपदेशों का अशोक ने प्रचार किया।

सामाजिक ज्ञान (भाग-3)

[अ]

(क) नीचे कुछ प्रश्न दिए गए है । प्रत्येक प्रश्न के तीन उत्तर दिए गए हैं । इनमे से एक ही उत्तर सही है । आपको जो उत्तर ठीक लगे उसके ऊपर सही (√) का निशान लगाइये—

1. एस्किमों लोग गाडी किससे खीचते है ?
   (अ) कुत्ते से
   (ब) भैंस से
   (स) घोड़े से
2. हमारे देश के झण्डे मे अशोक चक्र किस रग की पट्टी पर बना होता है ?
   (अ) सफेद रग की पट्टी पर
   (ब) हरे रग की पट्टी पर
   (स) केसरिया रंग की पट्टी पर
3. तारो से हमे क्या लाभ होता है ?
   (अ) ऊष्मा मिलती है
   (ब) रोशनी मिलती है
   (स) दिशा ज्ञात होती है

(ख) नीचे कुछ सही और कुछ गलत कथन दिए गए हैं, उन्हे आप पढ़िए और जिन्हे आप सही समझते है उनके सामने सही (√) का निशान लगाइए—

1 गांव की सफाई का काम बाल पचायत देखती है ।
2. धरती पर सभी जीवों ने एक साथ जन्म लिया ।
3. नगरपालिका स्कूल भी खोलती है ।
4 जुलाई और अगस्त मे खूब सर्दी पड़ती है ।
5. तारो को देखकर हम दिशा जान सकते है ।
6. गर्मी मे अक्सर नदी का बहाव बढ जाताहै ।

(ग) नीचे 'क' और 'ख' दो सूचिया दी गई है । 'क' सूची मे कुछ शब्द दिए गए है आप उन्हे ध्यान से पढिए । 'क' सूची के हर शब्द से मेल खाने वाला शब्द 'ख' सूची से चुनिए और उस शब्द को 'क' सूची के सामने वाले कोष्ठक में लिखिए—

अ	'क'		'ख'
1.	बचत खाते	( )	त्यौहार
2.	दीपावली	( )	पुजारी
3.	पर्वत	( )	डाकखाना चोटी
ब	'क'		'ख'
1.	रावण	( )	सुख
2.	तुलसीदास	( )	रामायण
3.	वाल्मिकी	( )	रामचरित मानस लंका

(घ) नीचे दिए गए वाक्यों मे ठीक शब्द पर सही (√) का निशान लगाइए—

1. श्रावण, भादो, आसोज और कार्तिक सर्दी/बरसात के महीने माने जाते है ।
2. जिले का सबसे बडा अफसर जिलाधीश/न्यायाधीश कहलाता है ।

(ङ) नीचे सात वाक्यो में सात शब्दों को समझाया गया है। आप ध्यान से वाक्य पढिए और जिस वाक्य से जिस शब्द को समझाया गया है उसके सामने दिए गए कोष्ठक मे उस शब्द को लिखिए—

1. ज्वालामुखी पर्वत
2. रामनवमी
3. ओस
4. मन्दिर
5. अस्पताल
6. स्वयवर
7. स्लेज गाडी

(क) जहां बीमारो का इलाज होता है।
( )

(ख) धरती के निकट की भाप के ठण्डी होने से बनती है।
( )

(ग) महिलाओं द्वारा पति का चुनाव।
( )

(घ) ऐसे पहाड जिनमे से गर्म-गर्म और चमकती हुई वस्तुएं बाहर निकलती है।
( )

(ङ.) जिस दिन भगवान राम का जन्म हुआ था।
( )

(च) जहा लोग भगवान की पूजा करने जाते है।
( )

(छ) बर्फ के ऊपर चलने वाली।
( )

(ज) नीचे दिए हुए शब्दों मे से सही शब्द चुनकर रिक्त स्थानो को भरिए—

1. जमीन के कांपने को .....कहते है।
2. कपड़ा बुनने वाला .... कहलाता है।

जुलाहा, सुनार, भूकम्प

[ब]

(च) नीचे कुछ अनुच्छेद दिए गये है। इन अनुच्छेदो को ध्यान से पढिये और पढ़कर उनके नीचे दिए गए प्रश्नों के उत्तर अनुच्छेद में दी गई सूचना के आधार पर सक्षेप मे लिखिए—

1. यह हमारे देश का झडा है। इसमे तीन रग होते हैं— सबसे ऊपर केसरिया, बीच मे सफेद और नीचे हरा। बीच की सफेद पट्टी पर नीले रग का एक पहिए जैसा निशान होता है। तुम सोचते होगे कि इस पर यह चक्र क्यो बनाया गया है। यह चक्र हमारे देश के एक बहुत बडे राजा का राज्य चिन्ह था। उस राजा का नाम अशोक था। वह बडा दयालु और प्रजा को पुत्र की तरह मानने वाला था। उसने अपने राज्य में धर्म का चक्र चलाया और धर्म-चक्र को ही अपने राज्य का चिन्ह बनाया। इसलिए हम इस पहिए को अशोक चक्र कहते है।

प्रश्न—

1. हमारे देश के झंडे में कौन-कौन से रग होते हैं ?
2. हमारे देश के झडे के बीच की पट्टी पर बने चक्र को क्या कहते है ?
3. यह चक्र किस राजा के राज्य का चिन्ह था ?

उत्तर—

1.
2.
3.

2. वृद्ध की मदद कर जब दोनो भाई आगे बढे तो मार्ग मे उन्हे एक बटुआ पडा हुआ मिला। उन्होने उसके मालिक की इधर-उधर खोज की, परन्तु कोई फल नहीं निकला। उन दोनो की समझ में नही आया कि उस बटुए का क्या करे। उन्हे उधर से निकलने वाले एक राहगीर ने बतलाया कि इसको किसी थाने या पुलिस चौकी पर जमा करा दो। वे उस बटुए को पास ही के एक थाने पर ले गए और उसे थानेदार को दिया। थानेदार ने दोनो की पीठ थपथपा कर शाबाशी दी। उसने कहा, "तुम बहुत अच्छे लड़के हो"। वास्तव मे हम सब को यदि मार्ग मे किसी की कोई चीज पडी हुई मिल जाए और उसका असली मालिक नही मिले तो उसे अवश्य किसी पुलिस थाने पर पहुँचा देना चाहिए। पुलिस वाले उसके मालिक का पता लगा कर उसे उसके पास पहुँचाने की कोशिश करते है।

प्रश्न—

1. दोनों भाइयों को सडक पर क्या पड़ा हुआ मिला ?
2. राहगीर ने उन्हें क्या बतलाया ?
3. थानेदार ने उन दोनो की पीठ क्यों थपथपाई ?

उत्तर—

1.
2.
3.

3. मेरा नाम सिम्बा है। मेरा घर तुम्हारे देश से बहुत दूर अफ्रीका मे कागो नदी के किनारे पर है। ऊपर की तस्वीर में मेरा नगा शरीर देखकर तुमको बड़ी हँसी आ रही होगी। परन्तु मैं क्या करूँ मेरे देश मे साल भर बहुत गर्मी पड़ती है और बराबर पसीना आता रहता है। इसलिए मेरे यहां कपडे पहनने का रिवाज नही है। केवल कपडे या पेड़ के पत्तो से बनी लगोट ही पहनी जाती है। वर्षा मेरे यहा लगभग रोजाना ही होती है।

प्रश्न—

1. उसका घर कौनसी नदी के किनारे पर है ?
2. उसके देश मे वर्षा कब होती है ?
3. वे लोग कपडे क्यों नही पहनते है ?

उत्तर—

1.
2.
3.

4. कार्तिक के बाद सरदी का मौसम आता है। अगहन, पौष, माघ और फाल्गुन सरदी के महीने माने जाते है। इनमे पौष और माघ में कडाके की ठण्ड पड़ती है। लोग गर्म कपडे पहनते है। गरीब आदमी आग तापते हैं। फाल्गुन के अत मे होली का त्यौहार आता है। इस प्रकार चैत्र से फाल्गुन तक पूरा एक वर्ष होता है। लम्बे समय का ध्यान रखने के लिए वर्षो की गिनती का हिसाब भी रखा जाता है। इसे सन् या सवत् कहते है। भारत सरकार ने शक सवत् को राष्ट्रीय सवत् माना है किन्तु हमारे देश मे अधिकतर लोग यह हिसाब विक्रम संवत् मे रखते है।

प्रश्न—

1. सरदी के महीने कौन-कौन से है ?
2. कड़ाके की सर्दी कब पड़ती है ?
3. फाल्गुन के अत मे कौन-सा त्यौहार आता है ?

उत्तर—

1
2.
3.

5. मैटिक के देश में इतनी सर्दी होती है कि पेड-पोधे नही उग पाते। खेती तो यहा होती ही नहीं। चारों ओर धरती पर वर्फ नजर आती है, जैसे बर्फ की चादर बिछा दी हो। मैटिक के पिता मछली और जगली जानवरो का शिकार करते हैं। रेनडियर नामक हरिन जैसा पशु भी पालते है। मछली, मास और रेनडियर का दूध ही इनका भोजन है।

प्रश्न—

1. मैटिक के देश मे पेड-पौधे क्यो नही उग पाते ?
2. मैटिक के पिता किसका शिकार करते हैं ?
3. मैटिक का भोजन क्या है ?

उत्तर

1.
2.
3.

(छ) नीचे दिए गए वाक्यों की खाली जगहों मे उनके नीचे दिए गए शब्दों मे से सही शब्द चुनकर भरिए—

1. कलिंग विजय के बाद अशोक बडा————हुआ।
   (अ) प्रसन्न
   (ब) दुखी
   (स) क्रोधित
2. कालीदास ने कई————लिखे है।
   (अ) नाटक
   (ब) उपन्यास
   (स) कहानी
3. प्रयाग मे लगने वाले मेले मे ————दिल खोल कर दान करता था।
   (अ) विक्रमादित्य
   (ब) पृथ्वीराज
   (स) हर्ष
4. पृथ्वीराज की वीरता की कहानी ————ने लिखी है।
   (अ) कालीदास
   (ब) चन्द्रवरदाई
   (स) चाणक्य
5. हमें————देखकर सडक पार कर लेनी चाहिए।
   (अ) सामने
   (ब) जल्दी
   (स) दाये-बाये

6. चन्द्रगुप्त ने देश से चोरी कम करने के लिये बदमाशों को————दी ।

(अ) नौकरी

(ब) पुरस्कार

(स) सजाएँ

7. जल्दी खबर भेजनी हो तो हम————से भेज सकते है ।

(अ) रेल

(ब) चिट्ठी

(स) तार

8. हमारे यहाँ दिसम्बर और जनवरी में————का मौसम होता है ।

(अ) सर्दी

(ब) गरमी

(स) वर्षा

(ज) नीचे लिखे हुए शब्दों को छोटी से बडी इकाई के क्रम के अनुसार लिखिए—

1. राज्य
2. गाँव
3. जिला
4. तहसील

(झ) नीचे कुछ वाक्यो को तोड़-तोड़ कर लिखा गया है और उनका क्रम भी ठीक नहीं है । आप उन्हे ध्यान से पढिये और सबको मिलाकर एक सही वाक्य बनाकर लिखिये—

1. झडे मे
हमारे देश के
अशोक चक्र
पट्टी पर
बना है
बीच की

2. सिखाया था
कि हम सबको
राष्ट्रपिता बापू ने
हमें यही
समान समझे

3. आक्रमण किया
पर भी
हमारे देश
सिकन्दर ने

भाषा सम्प्रेषणीयता परीक्षण

(राजस्थान राज्य पाठ्यपुस्तक मण्डल, जयपुर द्वारा कक्षा तीन के लिए प्रकाशित हिन्दी की पाठ्यपुस्तक पर आधारित)

प्रिय बालको,

1. आप अपनी कक्षा में समय-समय पर परीक्षा देते रहे है किन्तु यह परीक्षण उस प्रकार का नही है। इस परीक्षण का आपके परीक्षा फल से कोई सम्बन्ध नहीं है। इसलिए इस परीक्षण से घबराने की जरूरत नही है।

2. इस परीक्षण मे दिए गए प्रश्नो का उत्तर लिखने के लिए अलग से कोई उत्तर पुस्तिका नहीं दी जाएगी। आपको इसी परीक्षण मे दी गई खाली जगहो मे इन प्रश्नों के उत्तर देने हैं, खाली स्थान भरने है या सही (√) के निशान लगाने है। इसलिए प्रश्नो के ऊपर दिए गए निर्देशों को ध्यान से पढ़ो और उनके अनुसार प्रश्नो के उत्तर दो।

3. इस परीक्षण के तीन भाग है। भाग-2 और भाग-3 के भी 'अ' और 'ब' दो-दो भाग दिए गए है। इस प्रकार कुल मिलाकर पाँच भाग हो जाते है। आपको एक समय मे एक ही भाग के प्रश्नो के उत्तर देने है।

डॉ० आई० एस० शर्मा

हिन्दी

छात्रों के विषय में सामान्य सूचना

1. नाम ....

2. कक्षा ....

3. आयु .....

4. लडका/लडकी .....

5. मातृभाषा .....

6. शहरी/ग्रामीण ....

7. पिता का नाम ....

8. पिता का पेशा ....

9. माता-पिता की शिक्षा ....

10. पिता-माता की मासिक/दैनिक आय .....

11. आय के अन्य साधन ....

12. संयुक्त परिवार/केन्द्रित परिवार .....

13. परिवार की कुल सदस्य संख्या ....स्त्री.....पुरुष .....

14. भाई बहिनों की सख्या ..... .भाई.....बहिन.....

15. स्कूल का नाम व पता ....

(क) नीचे लिखे वाक्यों को ध्यान से पढ़िए। हर एक वाक्य मे कोष्ठक के अंदर एक ही शब्द तीन प्रकार से लिखा गया है। कोष्ठक में लिखे हुए शब्दों मे से जिसे आप ठीक समझते है, उसके ऊपर सही (✓) का निशान लगाइए।

1. चिन्दमा, चन्द्रमा, चन्दमा—जो पूर्णिमा की रात को पूरा चमकता है।
2. राखी, राखि, राकी—जो रक्षा बन्धन के दिन बहन भाई के हाथ पर बाँधती है।
3. आंक, आख, आंख—जिससे देखते है।
4. ऊट, ऊट, ऊठ—जिसे रेगिस्तान का जहाज कहते हैं।

(ख) नीचे कुछ शब्द दिए गए हैं। प्रत्येक शब्द के सामने तीन-तीन अर्थ लिखे गए है जिनमें से एक ही अर्थ ठीक है। इन शब्दो को ध्यान से पढ़िए और ठीक अर्थ के ऊपर सही (✓) का निशान लगाइए।

1. प्रात: काल—संध्या, दोपहर, सवेरा।
2. गल्ला—अनाज, सोना, दाल।

(ग) नीचे दिए गए शब्दो को ध्यान से पढिए और कोष्ठक मे दिए गए शब्दो मे से इनके समान अर्थ देने वाले शब्दो को छाँट कर उनके सामने लिखिए—

उदाहरण—

पानी	— जल	(नभ)
आकाश	— नभ	(पृथ्वी)
		(जल)

इसी प्रकार आप भी नीचे दिए गए शब्दों के समान अर्थ वाले शब्दों को उनके सामने लिखिए।

1.	मेघ	—	(सूरज)
2.	चन्द्रमा	—	(बादल)
			(चाँद)

(घ) नीचे दिए शब्दो को ध्यान से पढिए और कोष्ठक में दिए गए शब्दों मे से इनके उल्टे अर्थ देने वाले शब्दों को छाँटकर उनके सामने लिखिए—

उदाहरण—

रात	—	दिन	(पीछे)
दोस्त	—	दुश्मन	(दिन)
आगे	—	पीछे	(दुश्मन)
			(सरदी]

इसी प्रकार आप भी नीचे दिए गए शब्दों के उल्टे शब्दो को उनके सामने लिखिए—

1.	मेहनती	....	(हारना)
2.	महँगा	.....	(आलसी)
3.	कड़ुवा	. . ..	(सस्ता)
			(मीठा)

(ङ) नीचे कुछ शब्द दिए गए है। एक शब्द को छोड़कर बाकी सभी शब्द एक ही तरह के है। उस एक शब्द के ऊपर गलत (×) का निशान लगाओ जो बाकी शब्दों से मेल नहीं खाता।

उदाहरण—

×

आलू, लौकी, अंगूर, गोभी, मटर

इनमे अगूर दूसरी चीजो से मेल नही खाता। इसलिए अगूर के ऊपर गलत (×) का निशान लगा दिया गया है। आगे के शब्दो में आप भी इसी प्रकार उस शब्द पर निशान लगाएं जो उस वर्ग के दूसरे शब्दो से मेल नहीं खाता।

1. गाय, भैस, चिड़िया, बकरी।
2. पानी, भाप, मेघ, मेज।
3. चुनाव-चिन्ह, एकता, मतदान, चुनाव।
4. गगा, यमुना, कावेरी, मानसरोवर।

(च) नीचे दिए गए दस शब्दो को पढ़िए। पढने पर आप पाएगे कि इनमे पाँच शब्द एक तरह के है और दूसरे पाँच दूसरी तरह के है।

उदाहरण—

कुरसी, मेज, लोटा, थाली, तिपाई, कटोरी, स्टूल, चम्मच, डैस्क, गिलास।

इनमे पाँच शब्द बर्तनो से सम्बन्धित है और शेष पाँच लकड़ी की चीजो से, जैसे—

वर्ग 1.

कुरसी, मेज, तिपाई, स्टूल, डैस्क

वर्ग 2.

लोटा, थाली, कटोरी, चम्मच, गिलास

इसी तरह से आप भी आगे दिए गए शब्दो के दो-दो वर्ग बना कर लिखिए—

1. चौमासा, बरसात, तपस्या, एकान्त, पानी, कीचड़, देवता, यज्ञ, ओले, अमृत।
2. रावण, सेना, दिशा-ज्ञान, अस्त्र-शस्त्र, दक्षिण, राम, युद्ध, पूरब, उत्तर, कुतुबनुमा।

वर्ग 1.

वर्ग 2.

वर्ग 1.

वर्ग 2.

(छ) नीचे दो वाक्य एक साथ दिए गए है। दूसरा वाक्य पहले वाक्य से भिन्न अर्थ देता है। इसलिए पहले वाक्य के अर्थ के आधार पर उससे भिन्न अर्थ देने वाले दूसरे वाक्य के खाली स्थान को भरिए।

उदाहरण—

नाक सुनने का अंग है।
कान सुनने का अग है।

ऊपर के वाक्य मे नाक सूघने का काम करती है और कान सुनने का काम करता है। दूसरा वाक्य यहाँ पर पहले वाक्य से भिन्न अर्थ देता है। इसी प्रकार आप अन्य वाक्यों के खाली स्थानो को भरिए—

1. मधुमक्खी वृक्ष आदि पर अपना छत्ता बनाती है।
   चिडिया पेड़ पर अपना.....बनाती है।
2. नदी जल देती है।
   वृक्ष.....देता है।
3. चन्द्रमा रात मे रोशनी देता है।
   .... .. दिन मे रोशनी देता है।

हिन्दी (भाग-2)

[अ]

(क) नीचे कुछ वाक्य दिए गए हैं। इन वाक्यो मे सही अर्थ बताने के लिए कोष्ठक में दो-दो शब्द दिए गए हैं। उनमे से एक ही शब्द ठीक है। ठीक शब्द के ऊपर सही (√) का निशान लगाइये—

1. दूसरों की भलाई करने को बात सोचना (साहस/हितचिंतन) कहलाता है।

2. चुनाव लडने वाले को (चुनाव-चिन्ह/झडा) दिया जाता है।

(ख) नीचे कुछ अनुच्छेद दिये गये है। इन अनुच्छेदों में कुछ स्थान खाली छोडे गये हैं। इन अनुच्छेदो के नीचे इन खाली स्थानो को भरने के लिए कुछ शब्द दिये गये हैं। इन शब्दों में से सही शब्द चुनकर खाली स्थानों को भरिये—

1 सुबह से ही वीरभान जगल पार अपने खेत मे———जाता। चन्द्राणी, घर की रानी, गायों का चारा पानी————, दूध निकालती, गाये छोड़ती, खाना बनाती और भोजन———— मध्यान्ह मे खेत पर जाती। सध्या तक पति के ————खेत मे काम करती। फिर वह घास का———उठाती और पति-पत्नी दोनो साथ-साथ घर आ जाते।

करती, चला, लेकर, गठ्ठर, साथ

2. और हम इससे क्या-क्या काम लेते है, यह——गिनाएँ दुल्लू। इसकी पत्तियां जलाकर मच्छर और कीड़े-मकोडे————है। इसका तेल जानवरो के घावो पर लगाते है। ————लकडियाँ ईंधन के काम आती है। इसके फलो का———— फोडे-फुसी वाले बीमारो को पिलाते है।

भगाते, कैसे, रस, इसकी

3. उनकी नस्ल एक है, पर उनके स्वभाव में ——— अतर होता है। यों दीमक लगी जमीन बडी——— ——हो जाती है। दीमक के ढूह में अक्सर——— डेरा जमा लेता है। साँप चींटी से डरता है पर ————को चट कर जाता है। साही नाम का————छोटा सा जानवर होता है, वह भी चीटी और————का शत्रु होता है।

उपजाऊ, बहुत, दीमक, सांप, दीमक, एक

4. मामा गम्भीर हो गए। बोले, "पन्द्रह वर्षों मे ————कहा से कहां पहुंच गई। पन्द्रह-सोलह वर्ष पहले———मे यहाँ आया था, तब क्या दशा थी———गाँव की। स्टेशन से गाँव तक पहुचना भारी———लगता था। रास्ता ऐसा था कि ध्यान न———तो या तो मुँह के बल गिरो या———तुड़वाओ। आज तो पक्की सड़क है। उस पर भी———की बत्तियाँ जलती है। क्यो रामजस, अब तो———के पास भूत नही रहता होगा?

जब, दुनिया, इस, रखो, काम, रात, पैर, स्टेशन

5. हमारे लोक-जीवन मे भी मोर ने अपना विशेष ————बना लिया है। लोग दूसरे कई पक्षियों को————हैं, पिजरे मे बंद करते है, कइयों को————खा भी जाते है, किन्तु प्राय: लोग मोर की————को अच्छा नहीं मानते। अब भी कुछ जातियाँ————हैं जो मोर की हत्या करती है। यह————बात नहीं है।

मारकर, पकड़ते, हत्या, स्थान, अच्छी, ऐसी

6. कक्षा नौ की छमाही परीक्षा समाप्त होते-होते अमृत की————बीमार पडी। उसे स्कूल से छुट्टी लेनी पडी।————महीने बीमार रहने के बाद अमृत की माँ का————हो गया। निपट अकेला रह गया वह। और उस पर——— ——की मृत्यु का शोक। पढाई वैसे भी हो——— ——पाई। होती भी कैसे आखिर। उसने पढ़ना छोडकर————काम करने की बात सोची। मगर, उसके गुरुजनों ने,————ने, सम्बन्धियो ने उसे समझाया, उसकी सहायता की।

दो, परलोकवास, माँ, नहीं, साथियो, माँ, कोई

7. व्यापारी की पत्नी सचमुच बडी शकालु थी। वह ————मे नौकर-चाकर भी नहीं रखती थी। वह पडोसियों से————करती थी, "अरे इस जमाने में किसका भरोसा————बहिन। कहीं कोई कुछ उठा ले जाए तो ?————के बारे में भी वह उनसे कहा करती————"यों तो वह हमारा भी दुलारा है, पर————है तो जानवर ही न ? कभी कुछ नुकसान भी तो ————सकता है।"

थी, करे, कहा, आखिर, कर, घर, नेवले।

(ग) नीचे दिए गए शब्दो को ध्यान से पढ़िए और कोष्ठक मे दिए गए शब्दो मे से इनसे मेल खाने वाले शब्दों को छाँट कर उनके सामने लिखिये—

उदाहरण—

रोटी	दाल	(बहन)
मेज	कुर्सी	(दाल)
भाई	बहन	(दिन)
		(कुर्सी)

इसी प्रकार आप भी नीचे दिए गए शब्दों के सामने उनसे मेल खाने वाले शब्दों को लिखिए।

(अ) 1. अनीति ———— (व्यापारी)
2. दूध ———— (चूहा)
3. बिल्ली ———— (खेत)
4. किसान ———— (नीति)
(मक्खन)

(घ) नीचे कुछ वाक्य दिए गए है। उनमे विशेषण सम्बन्धी गलत व ठीक दोनों शब्द दिए गए हैं। आप ठीक शब्द पर सही (√) का निशान लगाइए—

उदाहरण—

डरपोक/साहसी आदमी की लोग हँसी उड़ाते है।

इसी प्रकार आप भी नीचे दिए गए वाक्यों में ठीक शब्द के ऊपर सही का निशान लगाइये—

1. खुले/बंद कमरे मे दम घुटने लगता है।
2. स्वस्थ रहने के लिये आदमी को अशुद्ध/शुद्ध हवा चाहिए।
3. खट्टा/मीठा आम खाने से गला खराब होता है।
4. गार्ड की हरी/लाल झंडी देखने पर रेलगाडी निकलती है।

(ङ.) नीचे कुछ वाक्य दिए गए है। उनमें क्रिया के एक वचन और बहुवचन दोनो रूप दिए गए है। इन दोनों में से क्रिया का एक ही रूप सही है। जो रूप ठीक है उस पर आप सही (√) का निशान लगाइए—

उदाहरण—

लोभीलाल और संतोषीलाल मे सच्चा कौन थे/था।

इसी प्रकार आप भी नीचे दिए गए वाक्यो में ठीक शब्द पर सही (√) का निशान लगाइये—

1. ग्राम पंचायत का चुनाव भी वैसे ही होती है/होता है।
2. लोग वाह-वाह करने लगे/लगा।
3. मोर हमारा राष्ट्रीय पक्षी है/हैं।
4. आज भी लोग चन्द्राणी केगीत गाते हैं/गाता है

(च) नीचे कुछ वाक्य दिए गए है। उनमें लिंग-सम्बन्धी गलत व ठीक दोनो शब्द दिए गए हैं। आप ठीक शब्द पर सही (√) का निशान लगाइए—

उदाहरण—

छेड़खानी करने पर चींटी भी काट खाती/खाता है।

इसी प्रकार आप भी नीचे दिए गए वाक्यो में ठीक शब्द पर सही (√) का निशान लगाइये—

1. रीछ इधर गिरा/गिरी।
2. उधर चन्द्राणी भी गिर कर बेहोश हो गया/गयी।
3. दूलेखाँ नाराजगी के साथ अपने अब्बा से कह रही थी/रहा था।
4. ढक्कन पर भाप की बूंदे जमा हो जायेगी/जायेगा।

(छ) नीचे कुछ वाक्य दिए गए है। उनमें कारक सम्बन्धी गलत और ठीक दोनो शब्द दिए गए हैं। जो शब्द ठीक है उस पर सही (√) का निशान लगाइए—

उदाहरण—

रामजस के/से गाँव में बहुत सुधार हो गए है।

इसी प्रकार आप भी नीचे दिए गए वाक्यों मे ठीक शब्द पर सही (√) का निशान लगाइये—

1. दूर से उसने यह दृश्य देखा, तो सन्नाटे में/पर आ गया।
2. मधुमक्खी ने/से मधु को काट खाया।
3. एक विद्यार्थी बच्चे का/को बचाने झोपड़ी मे घुसा था।
4. ऐसा कह कर मामा से/ने आँखे बंद कर ली।

(ज) नीचे कुछ वाक्य दिये गए है। इनमे काल सम्बन्धी गलत और सही दोनो शब्द दिए गए है। वाक्य को ध्यान से पढ़िए और ठीक शब्द पर सही (√) का निशान लगाइये—

उदाहरण—

जो विद्यार्थी बच्चे को बचाने झोपड़ी मे घुसा था. उसके कपड़े सुलग उठे होगा/थे।

इसी प्रकार आप भी नीचे दिए गए वाक्यो मे ठीक शब्द पर सही (√) का निशान लगाइये।

1. नेवला उन्होंने तब से ही पाल रखा था, जब उनके संतान नही हुई है/थी।
2. भोला बताया हुआ काम चुपचाप कर देता था, न अधिक बोलता न किसी से बहस करता था/है।
3. दधीचि के बलिदान से उसका नाम इतिहास मे अमर होता है/हो गया।
4. रमेश अपने स्थान पर खडा हुआ और पूछेगा/पूछता है।

(झ) नीचे कुछ वाक्य दिए गए हैं। इन्ही वाक्यों को फिर से छोटे-छोटे वाक्यों मे लिखा गया है। इन छोटे वाक्यों के तीन वर्ग बनाये गये है। इनमे से एक वर्ग ही ऊपर के लम्बे वाक्य का पूरा-पूरा अर्थ देता है। नीचे लिखे वाक्यो को आप ध्यान से पढिये और लम्बे वाक्य का पूरा-पूरा अर्थ देने वाले एक ही वर्ग पर सही (√) का निशान लगाइये।

1. बालक की पीठ थपथपाकर, उसका सिर सूँघकर महाराजा ने उसे प्यार से देखा और कहा 'वीर बालक' हम तुम्हारी वीरता, तुम्हारे साहस और तुम्हारी निडरता से बहुत प्रसन्न है।

वर्ग 1.

(अ) राजा बालक की निडरता से घबरा गया।

(ब) बालक ने वीरता दिखाई।

(स) राजा ने बालक की पीठ थपथपायी।

वर्ग 2

(अ) राजा ने बालक की पीठ थपथपायी।

(ब) उसने बालक को प्यार किया।

(स) राजा उसकी वीरता, साहस व निडरता से खुश हुआ।

वर्ग 3.

(अ) राजा बालक से प्रसन्न हुए।

(ब) बालक राजा का सामना न कर सका।

(स) राजा ने बालक को शाबाशी दी।

2. बिना किसी शका के स्कूल के अध्यापक व अन्य लोग भी यही कहते और मानते थे कि इन दोनों विद्यार्थियो का बड़ी परीक्षा मे भी ऐसा ही स्थान रहेगा।

वर्ग 1.

(अ) अध्यापको को शका थी।

(ब) अन्य लोगों का भी यही विचार था।

(स) दोनों का बड़ी परीक्षा में ऐसा ही स्थान न होगा।

वर्ग 2.

(अ) सब यह सोचा करते थे।

(ब) दोनों का परीक्षा में ऐसा ही स्थान होगा।

(स) अध्यापको को इसमे शका थी।

वर्ग 3.

(अ) अध्यापकों ब अन्य लोगों को इसमें शंका न थी।

(ब) सभी यही कहते थे।

(स) कि दोनों का बड़ी परीक्षा में ऐसा ही स्थान होगा।

3. उसने लोभी लाल को समझाया कि रुपयों की उसे कोई परवाह नही, अगर वे लोग पहले की भाँति रह सकें।

वग 1.

(अ) लोभी लाल को रुपयो की परवाह थी।

(ब) अगर वे लोग पहले की भाँति रह सकें।

(स) उसने लोभी लाल को नही समझाया।

वर्ग 2.

(अ) उसने लोभी लाल को समझाया।

(ब) उसे रुपयों की परवाह नही थी।

(स) अगर वे लोग पहले की तरह रह सके।

वर्ग 3.

(अ) लोभी लाल को रुपयो की परवाह नही थी।

(ब) उसने लोभी लाल को नही समझाया।

(स) अगर वह लोग पहले की भाँति न रह सके।

4. कंस ने अपनी सगी बहन को जेल में बन्द कर दिया था, अपने अबोध भान्जो को मार दिया था, अनेक छोटे बच्चों और निर्दोष लोगों की हत्या करवा दी थी।

वर्ग 1.

(अ) कस के राज्य मे सब खुश थे।

(ब) कस ने अपने भान्जो को राजा बनाया।

(स) कस ने छोटे बच्चों की हत्या करवा दी थी।

वर्ग 2.

(अ) क़स ने भान्जों को मरवा दिया।

(ब) कंस ने अपनी सगी बहिन को जेल में बद कर दिया।

(स) कंस ने निर्दोष लोगों की हत्या नहीं करवाई।

वर्ग 3.

(अ) कस ने अपनी सगी बहिन को जेल मे बद कर दिया।

(ब) उसने अपने अबोध भान्जो को मरवा दिया।

(स) कंस ने निर्दोष लोगों व बच्चों की हत्या करवायी।

5. यह ऐसा स्थान है जिसमें कहीं सीढ़ियां बनी है, कहीं चौकोर चबूतरे, कहीं गोल चबूतरे तो कही कुण्ड बने है।

वर्ग 1.

(अ) इस स्थान मे कही पर सीढ़ियाँ बनी हुई है।

(ब) कहीं पर चौकोर चबूतरे बने हैं।

(स) कहीं पर गोल चबूतरे और कुण्ड बने है

वर्ग. 2.

(अ) इस स्थान पर बहुत कुछ बना है।

(ब) यहाँ कहीं लम्बे रास्ते है।

(स) यहाँ पर कहीं चौकोर चबूतरे है।

वर्ग 3.

(अ) कहीं-कही चौकोर चबूतरे भी है।

(ब) एक कुण्ड भी बना है।

(स) कहीं सीढ़िया बनी हैं।

हिन्दी (भाग-3)

(क) नीचे कुछ प्रश्न दिए गए हैं। प्रत्येक प्रश्न के तीन उत्तर दिए गए हैं । इनमें से एक ही सही है। आपको जो उत्तर ठीक लगे उस पर सही (√) का निशान लगाइये—

1. चन्द्राणी के लिए सबसे कठिन समय कौन-सा था ?

   (अ) रीछ का भार संभाले रखना।

   (ब) अपना भार संभाले रखना।

   (स) पेड का भार संभाले रखना।

2. जगल मे भीतरिये को सबसे पहले कौन मिला ?

   (अ) भेड़िया

   (ब) गीदड

   (स) लोमड़ी

3. दधीचि का नाम क्यो अमर हुआ ?

   (अ) दधीचि की हड्डियों से वज्र बना, जिससे दानवों का राजा मारा गया।

   (ब) दधीचि के अभिशाप से दानवो का राजा मरा।

   (स) दधीचि ने दानवों के राजा के साथ लडाई की।

4. एकान्तक में कौन-सी विशेषता प्रमुख थी ?

   (अ) एकान्तक मेहनती और धार्मिक था।

   (ब) वह लोभी था।

   (स) वह आलसी और बुरे चरित्र का था।

(ख) नीचे कुछ सही और कुछ गलत कथन दिए गए है। उन्हे आप पढिए और जिन्हे आप सही समझते है उनके सामने सही (√) का निशान लगाइये—

1. लोभी और संतोषी दोनो मे लोभी सच्चा था।
2. कबूतर हमारा राष्ट्रीय पक्षी है।
3. नीम का पेड बेकार की चीज है।
4. व्यापारी ने नेवले की मारा था।

(ग) नीचे 'क' और 'ख' दो सूचियां दी गई हैं। 'क' सूची मे कुछ शब्द दिए गए है । आप उन्हें ध्यान से पढ़िए। आप देखेंगे कि 'क' सूची के हर शब्द से मेल खाने वाला शब्द 'ख' सूची में भी है। आप उसे चुनिए और उस शब्द को 'क' सूची के सामने वाले कोष्ठक में लिखिए।

'क'		'ख'
1. दिन ढलने का समय	( )	1. विश्राम करना
2. आराम करना	( )	2. सन्ध्या
3. बहुत अच्छा लगना	( )	3. विलाप करना
4. किसी की चीज को लेकर उसे वापिस न करना	( )	4. मन को भाना

5. हजम कर जाना

(घ) नीचे दिए गए शब्दो में से उपयुक्त शब्द चुनकर खाली स्थानों को भरो—

1. ————दिशा हिमालय प्यारा,
पूरब————की धारा,
दक्षिण सुन्दर————किनारा।
पश्चिम————दुलारा।
यह है————हमारा।
ब्रह्मपुत्र, सिन्धु, भारतवर्ष, राजस्थान, उत्तर

2. पाठ पढ़ेगा जो भी————
काम करेगा नही————
थके भले————पूरा-पूरा,
————अच्छा कहलाएगा,
बस, उसका ही————।
काम, अधूरा, तन, पूरा, सबसे

3. 1. मुँह पर————दे गई धूल
सन गए————बन गए भूत
2. कानों मे————आँखों में————
फिर भी बढ़ते————
बाल, सन-सन, किर-किर, सपूत, थपेड़।

(ङ) नीचे कुछ वाक्यो मे शब्दों को समझाया गया है। आप ध्यान से पढिए और जिस वाक्य में जिस शब्द को समझाया गया है उसके सामने दिए गए कोष्ठक में उस शब्द को लिखिए—

चिट्ठियाँ बाँटने वाला ( )
सस्ते किराए का रहने का स्थान ( )
जहां रेत ही रेत है ( )
खरीदने वा बेचने वाले लोग ( )
भोजन देने वाला ( )
आपस में एक दूसरे के प्रति प्रेम की भावना ( )

1. व्यापारी
2. रेगिस्तान
3. धर्मशाला
4. अन्नदाता
5. डाकिया
6. स्नेह

(च) नीचे दिए गए शब्दो मे से सही शब्द चुनकर खाली जगह भरिए—

1. मोर हमारे देश का————पक्षी माना गया है।
2. ————मिलने पर भाप की बूँदे पानी बनकर नीचे गिर जाती हैं।
3. जो रिवाज एक पीढ़ी से दूसरी पीढ़ी तक चलता रहता है उसको————कहते हैं।
ठन्डक, परम्परा, राष्ट्रीय, रात

(छ) नीचे कुछ अनुच्छेद दिए गए है। इन अनुच्छेदो को ध्यान से पढ़िए और पढकर उनके नीचे दिए गए प्रश्नों के उत्तर संक्षेप मे दीजिए—

1. बहिने आज अपने भाइयों के राखी बांधती हैं। टीका लगाती हैं और उनका मुँह मीठा करती हैं। भाई अपनी शक्ति के अनुसार बहिनों का सत्कार करते है, कोई उन्हे रुपये, कोई गहने और कोई कपडे भेट में देकर अपना स्नेह प्रकट करते है। घर-घर में किसी उत्सव जैसा दृश्य बन जाता है। नए कपडे पहने जाते हैं, भाँति-भाँति के व्यजन बनाए जाते हैं और दिन-भर बडी प्रसन्नता के साथ बिताया जाता है। इस दिन आदमी अपनी सब चिन्ताए भुला कर स्नेह और सद्भाव के साथ रहने और बरतने की चेष्टा करता है।

प्रश्न—

1. बहिनें आज भी अपने भाइयों को क्या बाँधती हैं ?
2. यह दिन कैसे मनाया जाता है ?
3. भाई अपना स्नेह कैसे प्रकट करते हैं ?

उत्तर—

1.
2.
3.

2. दूलेखाँ नवी कक्षा मे पढ़ता है और सफाई पसन्द लड़का है। जिस शहर मे वह पढता है, वहां धूल-मिट्टी का नाम भी नही है। जिधर देखो, उधर पक्का आँगन, पक्के मकान, पक्की सडके और पक्की गलियाँ। अब छुट्टी मे गाँव आया है तो उसे यहा सब कुछ अटपटा-अटपटा लग रहा है।

प्रश्न—

1. दूलेखाँ कैसा लडका है ?
2. दूलेखाँ जिस शहर मे पढता है वह कैसा शहर है ?
3. गाँव में आकर वह कैसा अनुभव करता है ?

उत्तर—

1.
2
3.

3. आखिर सन्तोषीलाल स्वयं लोभीलाल की दुकान पर गया, उधार दिये रुपयो की भी बात चलाई। रुपयों की बात चली नहीं कि लोभीलाल तड़पकर बोला, "रुपये-उपये मैं नही जानता तेरे रुपयो मे बरकत ही नहीं है, मेरा घी का घी गया और पन्द्रह-बीस रुपये दवा-पानी में और लग गए।" आस-पास लोग जमा हो गए, सन्तोषी लाल घर लौट आया।

प्रश्न—

1. सन्तोषीलाल ने लोभीलाल को दुकान पर क्या बात चलाई ?
2. रुपये मागने पर लोभीलाल ने क्या कहा ?
3. आखिर में सतोषीलाल ने क्या किया ?

उत्तर—

1.
2.
3.
4. दों लड़के थे। एक ही कारखाने में मशीन पर कार्य करते थे। एक का नाम था भोला, दूसरे का बड़बोला। भोला बताया काम चुपचाप कर देता था, न अधिक बोलता, न किसी से बहस करता। बडबोला स्वभाब से भी बड़बोला था। वह काम तो शायद ही कभी करता, पर बाते खूब बढ-चढ़कर करता था।

प्रश्न—

1. दो लड़के कहाँ काम करते थे ?
2 भोला कैसे काम करता था ?
3. बडबोला का स्वभाव कैसा था ?

उत्तर—

1.
2.
3.
5. सुबह तो चाचाजी के जगाने पर ही उठ पाया था, नीद भरी आखो से ही जोधपुर का वह बिशाल स्टेशन देखा था। कितना बड़ा है वह। स्टेशन के पास ही एक धर्मशाला मे हम ठहरे हैं, चाचाजी कह रहे है, "यहाँ मण्डोर के मन्दिर, मूर्तियाँ, समाधिया बहुत सुन्दर। अभी तो नहीं, किन्तु वर्षा ऋतु मे वहाँ की शोभा देखने योग्य होती है। जोधपुर का किला और छीतर महल भी देखेंगे।"

प्रश्न—

1. नीद भरी आँखों से उसने क्या देखा ?
2. ये कहाँ ठहरे थे ?
3. वहाँ कौन-कौन सी चीजे सुन्दर और प्रसिद्ध है ?

उत्तर—

1.
2.
3.

(ज) नीचे दिए गए वाक्यो मे खाली जगह पर उनके नीचे दिए गए शब्दों में से ठीक शब्द चुनकर लिखिए—

1. चुनाव मे खडे होने वाले आदमी को ———— कहा जाता है।
   (अ) निर्वाचन अधिकारी
   (ब) उम्मीदवार
   (स) सरपच
2. किसी भी जीव को————नहीं चाहिए।
   (अ) प्यार
   (ब) मारना
   (स) बुलाना
3. ————चींटी जैसी है, परन्तु इसे खतरनाक माना जाता है।
   (अ) दीमक
   (ब) कुत्ता
   (स) मक्खी
4. विभिन्न प्रकार के अनाजों को ————कहते है।
   (अ) गेहूँ
   (ब) गल्ला
   (स) बैंगन

5. आपस मे एक दूसरे के प्रति प्रेम की भावना को ————कहते है।

(अ) विलाप

(ब) मेल मिलाप

(स) स्नेह

6. संध्या को एकान्तक मेहनत-मजदूरी करके आया तो पत्नी ने उसके सामने बाजरे की———— रोटी और प्याज रख दिया।

(अ) पतली

(ब) मोटी

(स) ठन्डी

7. पृथ्वी के————और चन्द्रग्रह घूमता है।

(अ) दोनो

(ब) चारो

(स) तीनो

(झ) नीचे कुछ वाक्यों को तोड़-तोड़ कर लिखा गया है और उनका क्रम भी ठीक नही है। आप उन्हे ध्यान से पढ़िए और सब को मिलाकर एक सही वाक्य बनाकर लिखिए—

1. भेडिया मिल गया,
   झितरियाँ आगे बढ़।
   लो उसे एक

2. महीनो में
   दो-तीन
   बदल गया
   झीतरिये का
   रंग ही

3. निर्बल हो
   रावण का मन
   अनीति के कारण
   गया था

Nouns Used in the Total Curriculum i.e. in All the Sample Pages of Three Textbooks

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3.	अधेरा	19.	अम्मा
4.	अंश	20.	अर्जन
5.	अकाल	21.	अर्थ
6.	अग्नाशय	22.	अलमारी
7.	अचरज	23.	अवयव
8.	अजायबघर	24.	अस्पताल
9.	अधोमुदा	25.	अक्षर
10.	अध्याय	26.	अति
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12.	अनाज	28.	आनद
13.	अनीति	29.	आगन
14.	अनुभव	30.	आखों
15.	अब्बा	31.	आकार
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35.	आत्म समर्पण	61.	उपहास
36.	आदमी	62.	उमर
37.	आदर	63.	उमस
38.	आदेश	64.	ऊष्मा
39.	आम	65.	ऊँचाई
40.	आराम	66.	ऊँट
41.	आलू	67.	ऊर्जा
42.	आवाज	68.	ऋतु
43.	आवश्यकता	69.	ऋषि
44	आसन	70.	एकता
45.	आसमान	71.	ओले
46.	इतिहास	72.	ओस
47.	ईंट	73.	औजार
48.	ईद	74.	औरत
49	ईसा	75.	ककड़
50.	ईस्वी	76.	कचरा
51.	उच्चारण	77.	कटोरी
52.	उत्सर्जन तंत्र	78.	कडवाहट
53.	उत्साह	79.	कण
54.	उत्तर	80.	कतार
55.	उत्तर दिशा	81.	कपडे
56.	उदाहरण	82.	कबूतर
57.	उन्नति	83.	कमरा
58.	उपकरण	84.	कर्तव्य

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86.	कलाएं
87.	कलक्टर
88.	कवि
89.	कविता
90.	कष्ट
91.	कहानी
92.	कथा
93.	काँच
94.	कागज
95.	कान
96.	काम
97.	कारखाना
98.	कारण
99.	कार्की
100.	कार्बन डाइआक्साइड
101.	कार्य
102.	कार्यवाही
103.	किनारे
104.	किलोमीटर
105.	किले
106.	किशोर
107.	किस्तियाँ
108.	किसान
109.	कीचड़
110.	कीडे मकोड़े

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118.	कैदी
119.	कैलेन्डर
120.	कोंपले
121.	कोयल
122.	कोयला
123.	कोष्ठक
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125.	कोहरा
126.	कौओ
127.	क्रिया
128.	खंभे
129.	खजाना
130.	खड्डे
131.	खनिज
132.	खाद
133.	खादी
134.	खाना
135.	खानें
136.	खिड़की

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138.	खेत
139.	खेती
140.	खो-खो
141.	गदगी
142.	गध
143.	गन्ने
144.	गमला
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146.	गर्दन
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150.	गाल
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156.	गीत
157.	गुण
158.	गुन
159.	गुफाओ
160.	गुरु
161.	गुरुदेव
162.	गुलाल
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164.	गोंद
165.	गोबर
166.	गौरया
167.	ग्रह
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170.	घन्टे
171.	घर
172.	घाटी
173.	घाव
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175.	घी
176.	घेरा
177.	घोसला
178.	घोडा
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180.	चक्की
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183.	चम्मच
184.	चरवाहे
185.	चाँद
186.	चाँदनी
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190.	चाय	216.	छाती
191.	चारपाई	217.	छानी
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193.	चिकनी-मिट्टी	219.	छात्र
194.	चिड़िया	220.	छिपकली
195.	चिड़ियाघर	221.	छुट्टी
196.	चिन्ता	222.	छेद
197.	चिमनी	223.	जगल
198.	चित्र	224.	जग
199.	चीज़	225.	जगह
200.	चिड़ियाँ	226.	जड़े
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204.	चुम्बक	230.	जन्मस्थान
205.	चुम्बकत्व	231.	जमीन
206.	चूना	232.	जलकुण्डा
207.	चूहा	233.	जलवाष्प
208.	चूहेदानी	234.	जलाशय
209.	चोच	235.	जल्लाद
210.	चोट	236.	जाकेट
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256.	झूले
257.	झोपडी
258.	टमाटर
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271.	ढक्कन
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273.	ढेलो
274.	तत्र
275.	तना
276.	तबियत
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280.	तहसील
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282.	ताकों
283.	ताजगी
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286.	तालाब
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288.	तिनके
289.	तीर
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299.	थालो	325.	दोहा
300.	दफ्तर	326.	द्रव
301.	दरवाजा	327.	धमनियाँ
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306.	दादा	332.	धागे
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308.	दान	334.	धूप
309.	दानवो	335.	बूम
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313.	दिशा	339.	नगर
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316.	दुकानें	342.	नदी
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356.	निवेदन
357.	निशान
358.	निशाना
359.	नींद
360.	नीम
361.	नेवला
362.	नेत्र
363.	नौकरी
364.	न्यायालय
365.	न्याय पचायत
366.	पंखा
367.	पजा
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405.	पुलिस	431.	प्रयोगशाला
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408.	पुष्प	434.	प्राणी
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413.	पूजा	439.	फन
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466.	बस्ती
467.	बहन
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469.	बाढ
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471.	बात
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476.	बिजली
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481.	बुद्धि
482.	बुरादा
483.	बूँदे
484.	बूढे
485.	बेटा
486.	बेटी
487.	बैगन
488.	बैल
489.	बैलगाडी
490.	बोझ
491.	भड़कानड़
492.	भट्टी
493.	भलाई
494.	भवन
495.	भाई
496.	भाई साहब
497.	भाग
498.	भाप
499.	भार
500.	भाद
501.	भावना

क्र०सं०	शब्द	क्र०सं०	शब्द
502.	भिन्डी	528.	महगाई
503.	भूल	529.	महाराजा
504.	भूत	530.	महासागर
505.	भूमि	531.	महीना
506.	भूसा	532	माँ
507.	भैंस	533.	माँस
508	भैया	534.	माताजी
509.	भोजन	535.	मानव
510.	मंदिर	536.	मानचित्र
511.	मकान	537.	मामा
512.	मकोडे	538.	मार्ग
513.	मक्खिया	539.	मालिक
514.	मछलिया	540.	मास्टर साहब
515.	मजा	541.	मात्रा
516.	मंजूर	542.	मिट्टी
517.	मटका	543.	मिठाइया
518.	मटर	544.	मिनट
519.	मतदान केन्द्र	545	मित्र
520.	मधुमक्खी	546.	मित्रता
521.	मन	547.	मीटर
522.	मनुष्य	548.	मुंह
523.	मनौती	549.	मुख
524.	मरुभूमि	550.	मुर्गी
525.	मरुस्थल	551.	मुसलमान
526	मशक	552.	मेंढक
527.	मशीन	553.	मूसलाजड

क्र०सं०	शब्द
554.	मृदा
555.	मेढक
556.	मेध
557.	मेज
558	मेला
559	मैदान
560.	मोटर
561.	मोर
562.	मौसम
563.	यंत्र
564.	यकृत
565.	यान्त्रिक ऊर्जा
566.	यात्री
567.	युद्ध
568.	युवक
569.	रंग
570.	रजाई
571.	रसोई घर
572.	रहस्य
573.	राखी
574.	राजन्
575	राम
576.	राज्य
577.	रात
578.	रानी
579.	राष्ट्रीय गीत
580	राष्ट्रपति
581.	राहगीर
582.	रात्रि
583.	रिवाज
584.	रीछ
585.	रुई
586.	रुधिर सचार तत्र
587.	रूप
588.	रुपए
589.	रूमाल
590.	रेखा
591.	रेडियो
592.	रेत
593.	रेल
594.	रेलगाडी
595.	रोटी
596.	रोग
597.	लगोट
598.	लकीर
599	लकड़ी
600.	लड़ाई
601.	लडका
602.	लड़किया
603.	लपटो
604.	लक्षण
605.	लाठी

क्र०सं०	शब्द	क्र०सं०	शब्द
606.	लाभ	632.	विद्या
607	लार	633.	विद्यार्थी
608.	लिहाफ	634.	विद्यालय
609.	लू	635	विद्युत
610.	लैस	636.	विधान सभा
611.	लोग	637.	विधि
612.	लोहा	638.	विवाह
613.	वचन	639.	विशेषता
614.	वन	640.	विश्व
615.	वतन	641.	वीरता
616	वन	642.	वृद्धि
617.	वन मानुष	643.	वृक्षो
618.	वर्ष	644.	वैध
619.	वर्षा	645	व्यवहार
620.	वस्तुए	646	व्यापार
621.	वस्त्र	647.	शेष
622.	वाक्यों	648	शान्ति
623.	वातावरण	649.	शबनम
624.	वायु	650.	शब्द
625.	वायु कुण्ड	651.	शरीर
626.	वायु दाब	652	शस्त्र
627.	वायु मण्डल	653.	शहद
628.	वार्ता	654.	शहर
629.	वाहन	655.	शाम
630.	विकिरण	656.	शासन
631.	विजय	657.	शिविर

क्र०सं०	शब्द
658.	शिराएं
659.	शिष्य
660	शिष्टाचार
661.	शिक्षा
662.	शीत ऋतु
663.	शीत-लहर
664.	शीर्ष-मृदा
665.	श्यामपट्ट
666	श्वसन
667.	श्वसन तंत्र
668.	श्वास
669.	श्वास नली
670.	संकट
671.	संकल्प
672.	संख्या
673.	सगम
674.	सग्रह
675.	संचार
676.	संचरण
677.	सतान
678.	सवत्
679.	संवहन
680.	ससार
681.	सड़क
682.	सतह
683.	सद्भाव
684.	सपूत
685.	संचार
686.	सफाई
687	सफर
688.	सबक
689.	सब्जिया
690.	सभा
691.	समय
692	समाज
693.	समाचार
694.	समाधिया
695.	समर्पण
696	सम्बन्धी
697.	सम्राट
698.	समुद्र
699.	समूह
700.	सरकार
701.	सरदी
702.	सरघ्र
703.	सवार
704.	सहयोग
705.	सागर
706.	साथी
707.	साधन
708.	सारस
709.	सास

क्र०सं०	शब्द	क्र०सं०	शब्द
710.	साहब	733.	स्टोव
711.	साइस	734.	स्तर
712	सिगडो	735.	स्थान
713.	सिर	736.	सप्ताह्
714.	सिटो बस	737.	स्वभाव
715.	सिनेमाघर	738.	स्लेट
716.	सीढ़ी	739.	स्त्री
717.	सुन्दरता	740.	स्वागत
718.	सुख	741.	स्वाद
719.	सुबह	742.	स्थिति
720.	सुरग	743.	हड्डियो
721.	सुरक्षा	744.	हन्डिया
722.	सुविधा	745.	हत्या
723.	सूअर	746.	हथियार
724.	सूची	747.	हवेली
725.	सूरज	748	ह्यूमस
726.	सूर्य	749	हरकारा
727.	सेना	750	हरियाली
728.	सेनापति	751.	हल
729.	सें० मी०	752.	हलवाई
730.	स्कूल	753.	हवा
731.	स्केल	754.	हवाई जहाज
732.	स्टेशन	755.	हवा मन्डल

क्र० सं०	शब्द
756.	हाथ
757.	हाथी
758.	हित
759.	हितचिंतन
760.	हिरनी
761.	हिसाब
762.	हिस्से
763.	होली
764.	शहीद
765.	क्षिक्षु
766.	क्षमता
767.	ज्ञानेन्द्रियाँ
768.	श्रावण

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क्र० सं०	शब्द	क्र० सं०	शब्द
1.	अधेरा	17.	उच्च
2.	अगले	18.	उन्चालीस
3.	अच्छा	19.	उन्तीस
4	अजीव	20.	उन्नीस
5.	अठारह	21.	उपजाऊ
6.	अड़तीस	22.	उपयोगी
7.	अधिक	23.	उल्टी
8.	अनेक	24.	ऊचा
9.	अबोध	25.	ऊपरी
10.	अरबी	26.	एक
11.	आठ	27.	एक-दूसरे
12.	आधा	28.	कई
13.	आर्थिक	29.	कच्चा
14.	आवश्यक	30.	कठिन
15	इकतीस	31.	कडी
16.	इक्कीस	32.	कत्थई

क्र० सं०	शब्द
33.	कपटी
34	करडी
35.	करोडो
36.	काला
37.	कुछ
38.	खाली
39.	खुश
40.	खूब
41	गदा
42.	गरीब
43.	गर्म
44.	गोल
45	ग्यारह
46.	घटाटोप
47.	घने
48.	घरेलू
49.	घायल
50.	चतुर
51.	चमकीला
52.	चार
53.	चारो
54.	चालीस
55.	चौतीस
56.	चौकने
57.	चौड़ा
58.	चौदह

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59.	चौबीस
60.	छः
61.	छत्तीस
62.	छब्बीस
63.	छोटा
64.	जगली
65	ज्यादा
66.	टूटा-फूटा
67.	टेढा
68	ठन्डा
69.	ठीक
70.	ठोस
71.	ताजी
72	तीन
73.	तीस
74.	तेईस
75.	तेज
76.	तेरह
77.	तैंतीस
78.	चौड़ा
79.	दानी
80.	दानवीर
81.	दासी
82.	द्वितीय
83.	दूज
84.	दूसरी

क्र०सं०	शब्द	क्र०सं०	शब्द
85.	दो	111.	प्रथम
86.	दोनों	112	प्राचीन
87.	धार्मिक	113.	प्यारा
88.	धुँधला	114.	फुर्तीले
89.	नगा	115.	बडा
90.	नई	116.	बत्तीस
91.	नन्हे	117.	बराबर
92.	नवी	118.	बहुत
93.	नामी	119.	बाईस
94.	निकम्मी	120.	बारह
95.	निर्जीव	121.	बीमार
96.	निर्दोष	122	बीस
97.	निर्बल	123.	बुद्धिमान
98.	नीला	124.	बुरा
99.	पद्रह	125.	भयंकर
100.	पक्का	126	भला
101.	पच्चीस	127.	भारी
102.	परेशान	128.	भुरभुरी
103.	पहाडी	129.	भूरा
104.	पाँच	130.	भोला
105.	पाँचवे	131.	महंगी
106.	पीला	132.	महान्
107	पुराना	133.	मीठा
108.	पूजनीय	134.	मुख्य
109.	पैतीस	135.	मुलायम
110.	पोली	136.	युवा

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137.	योग्य
138.	राजस्थानी
139.	राष्ट्रीय
140.	रेगिस्तानी
141.	रोगी
142.	लम्बे
143.	लाखो
144.	लाला
145.	विकट
146.	विद्वान
147.	विनत
148.	वीर
149.	वृद्ध
150.	शाकाहारी
151.	सच्चा
152.	सताईस
153.	सफाई पसन्द
154.	सब
155.	सभी
156.	समान
157.	सस्ती
158.	सही
159.	सत्रह
160.	सादी
161.	साफ
162.	सीधा
163.	सुन्दर
164.	सूनी
165.	सैकडो
166.	सैंतीस
167.	सोलह
168.	सौ
169.	स्वस्थ
170.	हजारों
171.	शत्रु
172.	हल्के
173.	हरा

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1	अच्छी तरह से	17.	करते
2.	अटपटा अटपटा	18.	कहाँ
3.	अब	19.	कहकर
4.	अमावस्या को	20.	किर-किर
5.	अष्टमी को	21.	खाकर
6.	आकर	22.	खा-पीकर
7.	आनद से	23.	गौर से
8.	आस-पास	24.	घूमते-घूमते
9.	आसानी से	25.	चमका चमका कर
10.	इधर-उधर	26.	चीर कर
11.	ऊपर	27.	छोड़कर
12.	ऋतु में	28.	जब
13.	ऐसे	29.	जाकर
14.	कब	30.	जैसे जैसे
15.	कभी-कभी	31.	जोडकर
16.	करके	32.	जोर से

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33.	ज्यो-ज्यों
34.	ठीक प्रकार से
35.	डर कर
36.	तन कर
37.	तब
38.	तुलना मे
39	तोडकर
40.	दान कर
41.	दिखाकर
42.	दिन भर
43.	दूज को
44.	दूर
45.	देखकर
46.	देखते-देखते
47.	दोपहर को
48.	धधकती
49.	धीरे-धीरे
50.	निकट
51.	निकाल कर
52.	नीचे
53.	पकड कर
54.	पढ़ कर
55.	पहन कर
56.	पार कर
57.	पास
58.	पीकर
59.	पूछकर
60.	पूर्णमासी को
61.	प्रातःकाल
62.	प्रायः
63.	बटोरते बटोरते
64.	बढबढ़ कर
65.	बढती
66.	बनाकर
67.	बाहर
68.	बिखरे हुए
69.	बुलाकर
70.	बैठकर
71.	बोलकर
72.	भरकर
73.	मदद कर
74.	मिल कर
75.	मिलाकर
76.	मुकाबले मे
77.	यहा
78.	रखकर
79.	रात को
80.	रोती कलपती
81.	लगाकर
82.	लपक कर

क्र० सं०	शब्द	क्र० सं०	शब्द
83.	लेकर	89.	सायकाल को
84.	वहां	90.	सुनकर
85.	वास्तव मे	91.	सुलगते
86.	सभालते	92.	सोचकर
87.	सन-सन	93.	सोते हुए
88.	सरदियो में	94.	स्वेच्छा से
		95.	हटकर

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क्र० सं०	शब्द	क्र० सं०	शब्द
1.	आना	17.	खोदना
2.	उगाना	18.	खोलना
3.	उठना	19.	गँवाना
4.	उठाना	20.	गलना
5.	उड़ना	21.	गाना
6.	उबलना	22.	गिनना
7.	करना	23.	गिरना
8.	कहना	24.	गुनना
9.	कहलाना	25.	घबराना
10.	काटना	26.	घिरना
11.	खरीदना	27.	घुमाना
12.	खाना	28.	घुसना
13.	खिसकना	29.	घूमना
14.	खींचना	30.	घेरना
15.	खेलना	31.	चढ़ना
16.	खोजना	32.	चमकाना

क्र० सं०	शब्द	क्र० सं०	शब्द
33.	चलना	58.	टेरना
34.	चलाना	59.	ठहरना
35.	चाहना	60.	डरना
36.	चिपकना	61.	डराना
37.	चिल्लाना	62	डालना
38.	चुनना	63.	ढुकना
39.	चूकना	64.	ढूँढना
40.	छाना	65.	तपना
41.	छिपना	66.	तापना
42.	छुआना	67.	तोड़ना
43.	छोड़ना	68.	थकना
44.	जमना	69.	दिखना
45.	जलना	70	दिखाना
46.	जलाना	71.	दिलवाना
47.	जाना	72.	दुहराना
48.	जानना	73.	देखना
49.	जीतना	74.	देना
50.	जीना	75.	दौड़ना
51.	जोतना	76	नाचना
52.	झगड़ना	77.	निकलना
53.	झड़ना	78.	पकड़ना
54.	झुकना	79.	पड़ना
55.	झुलसना	80.	पढ़ना
56.	झूलना	81	पनपना
57.	टिमटिमाना	82.	पहुँचना

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83.	पहुँचाना	108.	बैठना
84.	पहचानना	109	बैठाना
85.	पहनना	110.	बोना
86.	पाना	111.	बोलना
87.	पालना	112.	भरना
88.	पिलाना	113.	भिनभिनाना
89.	पूछना	114.	मचाना
90.	फिरना	I15.	मरना
91.	फूलना	116.	मागना
92.	फैलाना	117.	मानना
93.	बचना	118.	मारना
94.	बढ़ना	119.	मिलना
95.	बढाना	120.	मिलाना
96.	बताना	121.	मुड़ना
97.	बदलना	122.	मुरझाना
98.	बनना	123.	रखना
99.	बनाना	124.	रहना
100.	बनवाना	125.	रुकना
101.	बरसना	126.	रोकना
102.	बसना	127.	लगना
103.	बहलाना	128.	लगाना
104.	बाधना	129.	लगवाना
105.	बिगडना	130.	लटकाना
106.	बिछना	131.	लहलहाना
107.	बुलाना	132.	लाना

क्र० सं०	शब्द	क्र० सं०	शब्द
133.	लिखना	146.	सुनना
134.	लेना	147.	सुनाना
135.	लोटना	148.	सुलगना
136.	लौटना	149.	सूखना
137.	संभालना	150.	सोखना
138.	सजाना	151.	सोचना
139.	सनना	152.	सोना
140.	समझना	153.	हँसना
141.	समझाना	154.	हटना
142.	साधना	155.	हटाना
143.	सिखना	156.	हिलाना
144.	सिमटना	157.	हारना
145.	सुधरना	158.	होना

Nouns with their Frequency and Derivation Used in the Sample Pages of Science Textbook

तत्सम्

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
1.	अग	21	15.	आलू	2
2.	अंडे	1	16	आवश्यकता	3
3.	अंश	1	17.	उत्तर	1
4.	अग्नाशय	1	18.	उतर दिशा	1
5.	अधोमृदा	1	19.	उपकरण	1
6	अध्याय	6	20.	उपयोग	1
7.	अनुभव	5	21.	उपस्थिति	2
8.	अभिसारी	1	22.	ऊष्मा	16
9.	अमावस्या	1	23.	ऊर्जा	13
10.	अमाशय	4	24.	ऋतु	6
11.	अर्थ	1	25.	कण	8
12.	अवयव	2	26.	कलाएं	1
13.	आकार	2	27.	कक्षा	2
14.	आकाश	2			

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
28.	कारण	3	53.	नाम	1
29.	कार्य	6	54.	नेत्र	1
30.	क्रिया	2	55.	पक्षी	3
31.	खनिज	1	56.	परिवर्तन	2
32.	गंध	1	57.	पाचन तंत्र	3
33.	घास	1	58.	पाठ	1
34.	चालन	5	59.	पुष्प	1
35.	चित्र	4	60.	पुस्तक	1
36.	चुम्बक	11	61.	पूर्व दिशा	1
37	चुम्बकत्व	1	62.	पृथ्वी	3
38.	जल	3	63.	प्रकार	2
39.	जलकुण्डा	1	64.	प्रकाश	4
40.	जलवाष्प	2	65.	प्रकृति	3
41.	जलाशय	1	66.	प्रतिकर्षण	1
42.	जाति	1	67.	प्रतिदिन	2
43.	जीवविज्ञान	2	68.	प्रतिरूप	1
44.	जैव पदार्थ	3	69.	प्रयोग	5
45.	तंत्र	5	70.	प्रयोगशाला	3
46.	तुषार	1	71.	प्ररोह	2
47.	त्वचा	3	72.	प्रश्न	4
48.	द्रव	4	73.	प्राणी	8
49.	दिन	2	74.	प्रातःकाल	1
50.	दिशा	3	75.	फल	3
51.	धमनियाँ	2	76.	बकरी	1
52.	ध्रुव	1	77.	बल	2

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
78.	बिन्दु	1	103.	वायुकुण्डा	1
79	बीज	2	104.	वायुमण्डल	3
80.	भाग	1	105.	विकिरण	5
81.	भार	1	106.	विद्‌धुत	1
82.	भिन्डी	2	107.	विधि	5
83.	भूमि	4	108.	वृद्धि	1
84.	भोजन	4	109.	वृक्षो	7
85.	मांस	2	110.	शान्ति	1
86.	मात्रा	1	111.	शरीर	11
87.	मित्र	2	112.	शिराएँ	1
88.	मुख	1	113.	शीत ऋतु	1
89.	मृदा	6	114.	शीत लहर	1
90.	यकृत	2	115	शीर्षमृदा	7
91.	यांत्रिक ऊर्जा	1	116.	श्वसन	4
92.	रंग	5	117.	श्वसन तन्त्र	3
93.	रात्रि	4	118.	श्वास	9
94.	रुधिर	4	119	श्वासनली	1
95.	रूप	2	120.	संख्या	1
96.	लाभ	3	121.	संगम	1
97.	वर्ष	1	122.	सचरण	1
98.	वर्षा	6	123.	सचार	1
99.	वस्तुएँ	13	124.	संवहन	4
100.	वस्त्र	4	125.	समय	10
101.	वाताबरण	1	126.	समूह	2
102.	वायु	7	127.	सरन्ध	2

क्र० सं०	शब्द	बारम्बारता
128.	सहयोग	1
129.	सारस	1
130.	सुरक्षा	1
131.	सूची	1
132.	सूर्य	23
133.	स्तर	6
134.	स्थान	8
135.	स्थिति	2
136.	स्पर्श	3
137.	स्वभाव	1
138.	स्वागत	1
139.	स्वाद	2
140.	हल	1
141.	क्षमता	1
142.	ज्ञानेन्द्रियां	1

अरबी-फ़ारसी

1.	आराम	1
2.	आवाज़	1
3.	आसमान	1
4.	ईद	1
5.	कबूतर	3
6.	कागज	2
7.	खजाना	2
8.	गमला	9
9.	गरमी	7
10.	जमीन	1
11.	ताजगी	1
12.	तारो	1
13.	तूफान	1
14.	तोता	1
15.	दरवाजा	1
16.	दीवार	1
17.	नमी	3
18.	बगीचा	1
19.	बुरादा	2
20	मकान	1
21.	मेज	2
22.	मौसम	19
23.	रुमाल	2
24.	रोज	2
25.	जिहाफ	1
26.	शिकार	1
27.	सड़क	2
28.	सतह	1
29.	सब्जियां	1
30.	सरदी	4

यूरोपीय तथा अन्य भाषाएं

1.	काकों	2
2.	कार्बन आक्साइड	2
3.	किलोमीटर	1

क्र०सं०	शब्द	बारम्बारता	क्र०सं०	शब्द	बारम्बारता
4.	गैस	1	10.	ओले	1
5.	चाक	2	11.	ककड	1
6.	जाकेट	1	12.	कटोरी	1
7.	टेबल	1	13.	कपड़े	4
8.	पिने	1	14.	कमरा	5
9.	पैन्सिल	1	15.	कांच	2
10.	बल्ब	1	16.	कान	1
11.	मिनट	1	17.	काम	2
12.	मीटर	1	18.	किसान	3
13.	लेंस	1	19.	कीडे	4
14.	से० मी०	3	20.	कीले	1
15.	स्कूल	1	21.	कुएँ	1
16.	स्केल	1	22.	कुत्ते	1
17.	स्टोव	1	23.	कुम्हार	1
18.	हूमूमस	4	24.	कूडा	1
	तद्भव		25.	के	1
1.	अंधेरा	1	26.	कोपले	1
2.	अनाज	1	27.	कोयल	3
3.	आंखों	1	28.	खाद	6
4.	आंते	2	29.	खाना	2
5.	आधी	3	30.	खिड़की	3
6.	आग	1	31.	खीरा	1
7.	आम	5	32.	खेत	5
8.	उमस	2	33.	खेती	1
9.	ऊँचाई	1	34.	गर्दन	2

क्र०सं०	शब्द	बारम्बारता	क्र०सं०	शब्द	बारम्बारता
35.	गाँव	1	60.	छेद	1
36.	गाड़ी	2	61.	जगह	1
37.	गाय	3	62.	जड़े	5
38.	गिद्ध	1	63.	जाडा	3
39.	गिलास	2	64.	जीभ	4
40.	गोबर	1	65.	टमाटर	3
41.	घन्टे	2	66.	टहनियाँ	2
42.	घर	4	67.	ठण्डक	2
43.	घाव	1	68.	डले	1
44.	घेरा	4	69.	ढेला	3
45.	घोंसला	7	70.	तना	3
46.	चक्कर	1	71.	तितली	2
47.	चम्मच	1	72.	तिनके	1
48.	चाँदनी	1	73.	दांत	3
49.	चिकनी मिट्टी	6	74.	दियासलाई	1
50.	चिड़िया	1	75.	दूध	1
51.	चिड़िया-घर	2	76.	धागे	1
52.	चील	2	77.	धुआं	1
53.	चूना	10	78.	धूप	7
54.	चूहा	1	79.	नाक	5
55.	चूहेदानी	2	80.	पखा	1
56.	चोट	1	81.	पंजा	8
57.	चोच	2	82.	पतग	1
58.	छड़	4	83.	पतझड़	7
59.	छाती	1	84.	पत्ती	15

क्र०सं०	शब्द	बारम्बारता
85.	पत्थर	3
86.	परखनली	3
87.	पहाड	1
88.	पानी	17
89.	पेट	1
90.	पेड	2
91.	पैर	2
92.	पौधा	33
93.	फेफडे	2
94.	बच्चे	27
95.	बत्तख	1
96.	बरसात	1
97.	बात	1
98.	बादल	3
99.	बिजली	2
100.	बिल्ली	1
101.	बैंगन	1
102.	बैल	1
103	भट्टी	1
104.	माई	1
105.	भाप	1
106.	भूख	1
107.	भूसा	1
108.	भैंस	1
109.	मटका	1
110.	मटर	1
111.	महीना	1
112.	मिट्टी	14
113.	मुँह	3
114.	मुर्गी	3
115.	मूसला जड़	1
116.	मेढक	1
117.	मैदान	1
118.	रसोईघर	1
119.	रुई	2
120,	रोटी	1
121.	रेत	9
122.	रेल	5
123.	लकडी	2
124.	लार	1
125.	लोग	1
126.	लोहा	2
127.	वायुदाब	2
128.	हथेली	1
129.	हरियाली	2
130.	हलवाई	1
131.	हाथ	5
	देशज	
1.	गन्ना	1
2.	गौरेया	1
3.	डिबिया	1
4.	बनावट	3
5.	झकड़ाजड़	1

Adjectives with their Frequency and Derivation Used in the Sample Pages of Science Textbook

क्र० सं०	शब्द	बारम्बारता
1.	अधिक	10
2.	अनेक	3
3.	आवश्यक	1
4.	उच्च	1
5.	एक	25
6.	निर्जीव	1
7.	युवा	1
8.	शाकाहारी	1
9.	सजीव	4
10.	समान	1
11.	सुन्दर	1
12.	स्वस्थ	2
	अरबी-फ़ारसी	
1.	खाली	1
2.	खूब	3
3.	गर्म	11
4.	ज्यादा	1
5.	तेज	3
6.	बारीक	1
7.	सही	2
	तद्भव	
1.	आठ	1
2.	आधा	1
3.	उपजाऊ	1
4.	ऊँचा	1
5.	ऊपरी	1
6.	कई	1
7.	कच्चा	2
8.	काले	1
9.	कुछ	12

क्र०सं०	शब्द	बारम्बारता	क्र०सं०	शब्द	बारम्बारता
10.	घरेलू	1	27.	पांच	2
11.	चमकीला	1	28.	पीली	2
12.	चार	1	29.	पुराना	1
13.	चारों	1	30.	पोली	1
14.	छोटा	3	31.	बडा	7
15.	ठण्डा	1	32.	बराबर	2
16.	ठोस	2	33.	बहुत	14
17	तीन	4	34.	बाहरी	1
18.	तीस	1	35.	रोगी	1
19.	थोड़ा	2	36.	लाल	1
20.	दूज	1	37.	सब	4
21.	दूसरी	1	38.	सभी	7
22.	दो	8	39.	सादी	1
23.	दो-एक	1	40.	सीधा	2
24.	दोनों	2	41.	सैकड़ो	1
25.	धुंधला	1	42.	हरा	4
26.	नई	3	43.	हल्का	1

Adverbs with their Frequency and Derivation used in the Sample Pages of Science Textbook

तत्सम

संस्कृत

क्र०सं०	शब्द	बारम्बारता
1.	अमावस्या को	1
2.	अष्टमी को	1
3.	ऋतु मे	1
4.	दूर	5
5.	निकट	1
6.	पूर्ण मासी को	1
7.	प्रात:काल	1
8.	प्राय:	6
9.	वास्तव में	1
10.	सायकाल को	1
11.	स्वेच्छा से	1

अरबी-फारसी

क्र०सं०	शब्द	बारम्बारता
1.	गौर से	1
2.	सरदियों में	1
3.	मुकाबले मे	1

तद्भव

क्र०सं०	शब्द	बारम्बारता
1.	अब	9
2.	आस पास	1
3.	ऊपर	3
4.	ऐसे	3
5.	कब	2
6.	कहो	3

क्र० सं०	शब्द	बारम्बारता	क्र० स०	शब्द	बारम्बारता
7.	जब	2	20.	नीचे	3
8.	जाकर	2	21.	पकड़कर	1
9.	जैसे-जैसे	1	22.	पढकर	1
10.	ज्यों-ज्यों	1	23.	पहन कर	1
11.	ढककर	1	24.	पास	4
12.	तोडकर	1	25.	बनाकर	2
13.	तुलना मे	1	26.	बाहर	2
14.	दिखाकर	1	27.	भरकर	1
15.	दिन भर	1	28.	मिलकर	1
16.	देखकर	2	29.	यहाँ	2
17.	दूज से	1	30.	रखकर	1
18.	दोपहर	1	31.	लेकर	5
19.	निकालकर	1	32.	वहाँ	2

rbs with their Frequency used in the nple Pages of Science Textbook

शब्द	बारम्बारता	क्र०सं०	शब्द	बारम्बारता
आना	20	16.	चलाना	1
उगाना	1	17.	चाहना	1
उठना	1	18.	चिपकना	4
उठाना	2	19.	छुआना	2
उडना	2	20.	छोडना	2
करना	45	21.	जलाना	2
कहना	4	22.	जानना	1
कहलाना	2	23.	जोतना	1
काटना	1	24.	झडना	5
खाना	2	25.	झुकना	6
खीचना	1	26	डालना	2
खेलना	1	27.	ढकना	2

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
31.	दौडना	1	53.	बोलना	1
32.	नाचना	1	54.	मरना	1
33.	निकलना	5	55.	मिलना	7
34.	पकडना	1	56.	मुडना	1
35	पडना	2	57.	मुरझाना	1
36.	पहुँचना	5	58	रखना	3
37.	पहुँचाना	1	59.	रहना	6
38.	पहचानना	1	60	रोकना	3
39.	पहनना	3	61.	लगना	3
40.	पाना	I	62.	लगाना	6
41.	पिलाना	I	63.	लटकाना	1
42.	फैलाना	1	64	लहलहाना	2
43.	बढना	2	65.	लाना	1
44.	बढाना	1	66.	लिखना	2
45.	बताना	7	67.	लेना	7
46.	बदलना	1	68.	समझना	1
47.	बनना	3	69.	सिमटना	1
48.	बनाना	8	70.	सुनना	2
49.	बाघना	1	71.	सूखना	1
50.	बुलाना	1	72.	सोना	1
51.	बैठना	1	73.	हटना	1
52.	बोना	1	74.	होना	101

Nouns with their Frequency and Derivation used in the Sample Pages of Social Studies Textbook

तदसम

[अ] संस्कृत

क्र०सं०	शब्द	बारम्बारता	क्र०सं०	शब्द	बारम्बारता
1.	अकाल	1	11.	कक्षा	3
2.	अक्षर	1	12.	कष्ट	1
3.	अर्जन	6	13.	कर्त्तव्य	1
4.	अध्यापक	4	14.	कारण	1
5.	आकाश	4	15.	कोष्ठक	2
6.	आदर	2	16.	गुफा	1
7.	आनन्द	1	17.	गुरु	2
8	आवश्यकता	1	18.	घास	1
9.	उत्तर	3	19.	चीर	1
10.	उन्नति	1	20.	छात्र	3

क्र०सं०	शब्द	बारम्बारता	क्र०सं०	शब्द	बारम्बारता
21.	जंगल	3	42.	पर्बत	5
22.	जनता	1	43.	पर्वतमाला	3
23.	जीव	4	44.	पशु	2
24.	ढ़क्कन	2	45.	पश्चिम	1
25.	तीर्थ स्थान	1	46.	पाठशाला	1
26.	दान	1	47.	पिता	9
27.	दिन	8	48.	पुत्र	4
28.	दिशा	2	49.	पुत्री	2
29.	दुख	1	50.	पुस्तकालय	1
30.	दृश्य	1	51.	पृथ्वी	9
31.	धरातल	1	52.	प्रधानाध्यापक	1
32.	धर्म	1	53.	प्रातःकाल	2
33.	धर्मशाला	1	54.	प्रार्थना	2
34.	ध्रुव	1	55,	फल	1
35.	घूम	1	56.	बवण्डर	1
36.	नगर	13	57.	बालक	9
37.	नगरपालिका	3	58.	बुद्धि	4
38.	नदी	11	59.	भाग	6
39.	नागरिक	1	60.	भूमि	4
40.	नाम	12	61.	भोजन	2
41.	परीक्षा	2	62	मदिर	3

क्र० सं०	शब्द	बारम्बारता	क्र० स०	शब्द	बारम्बारता
63.	मनुष्य	3	85.	वीरता	1
64.	महासागर	1	86.	व्यवहार	2
65.	माँस	2	87.	व्यापारी	1
66.	माता	2	88.	शक्ति	1
67.	मानचित्र	1	89.	शब्द	4
68.	मानव	1	90.	शरीर	4
69.	मार्ग	4	91.	शासन	1
70	युद्ध	1	92.	शिक्षा	2
71.	रग	2	93.	शिष्य	5
72.	राज्य	14	94.	श्याम पट्ट	1
73.	रानी	2	95.	सगम	1
74.	रखा	1	96.	सवत्	3
75.	वचन	1	97.	ससार	1
76.	बनमानुष	1	98.	सन्	6
77.	वर्ष	11	99.	सप्ताह	2
78.	वर्षा	10	100.	सभा	1
79.	वस्तुएँ	1	101.	समय	9
80.	विद्या	1	102.	समुद्र	2
81.	विद्यालय	1	103.	सम्बन्धी	2
82.	बिधि	1	104.	सम्राट	1
83.	विवाह	2	105.	सागर	1
84.	विशेषता	1	106.	साधन	1

क्र० सं०	शब्द	बारम्बारता
107.	साहस	1
108.	सुख	2
109.	सुरंग	2
110.	सेना	2
111.	सेनापति	1
112.	स्वागत	1
113.	स्त्री	4
114.	हत्या	1

[ब] अरबी-फारसी

1.	अजायब घर	1
2.	आदमी	4
3.	आराम	1
4.	आसमान	1
5.	ईद	1
6.	औजार	1
7.	औरत	1
8.	कतार	2
9.	कारखाना	1
10.	किले	2
11.	किशतिया	1
12.	गरमी	3
13.	चीज	13
14.	जमीन	1
15.	जल्लाद	1
16.	जानवर	5
17.	जिला	23
18.	तरकीब	2
19.	तस्वीर	4
20.	तहसील	10
21.	तहसीलदार	1
22.	तारीख	1
23.	तूफ़ान	1
24.	दफतर	4
25.	दर्रा	2
26	दिल	1
27.	दीवार	2
28.	दुकाने	1
29.	नशा	12
30.	नतीजा	12
31.	नमाज	1
32.	नमूने	2
33.	निशान	3

क्र०सं०	शब्द	बारम्बारता
34.	निशाना	3
35.	नौकरी	1
36.	पर्दा	2
37.	बीमारी	1
38	मकान	1
39.	मज़ा	1
40.	मस्जिद	2
41.	मालिक	3
42	मुसलमान	1
43.	मैदान	7
44	मौसम	1
45.	राहगीर	1
46.	रिवाज़	1
47.	शहर	7
48.	शाम	1
49.	सड़क	1
50.	सतह	2
51.	सफाई	1
52.	सरकार	2
53.	सरदी	2
54.	साल	4
55.	सुबह	1
56.	हवा	1
57.	हिसाब	3

(स) यूरोपीय तथा अन्य भाषाएं

1.	कलक्टर	1
2.	कैलेण्डर	3
3.	चाक	1
4.	टेलीफोन	1
5.	पार्क	1
6.	पुलिस	1
7.	बस	1
8.	मशीन	3
9.	मास्टर साहब	1
10.	मोटर	1
11.	रेड़ियो	1
12.	सिटी बस	2
13.	स्कूल	4
14.	स्टेशन	2

तद्भव

1.	अंधेरा	2
2.	अचरज	1
3.	अस्पताल	2

क्र० सं०	शब्द	बारम्बारता	क्र० स०	शब्द	बारम्बारता
4.	आँधी	2	26.	गोद	2
5.	बाग	2	27	घड़ी	1
6.	आज	3	28,	घर	7
7.	ईस्वी	2	29.	घाटीं	3
8.	उमर	4	30.	घोडा	3
9.	ऊँचाई	1	31.	चक्कर	1
10.	ओस	1	32.	चतुराई	1
11.	कपडे	7	33.	चाँद	1
12.	कमरा	2	34.	चिडिया	6
13.	काम	7	35.	जगह	7
14.	किनारे	2	36.	जिलाधीश	2
15.	कुएँ	2	37.	जोत	2
16.	कुम्हार	1	38.	झील	4
17.	कोहरा	2	39.	झुमका	1
18.	खभे	1	40.	झूठ	1
19.	खड़े	2	41.	झूले	2
20.	खाने	1	42.	टागे	1
21.	खेती	2	43.	टुकडे	1
22.	गर्दन	2	44.	ठण्ड	2
23.	गाँव	18	45.	तारो	4
24.	गुफाओं	1	46.	तालाब	3
25.	गुलाल	1	47.	त्यौहार	3

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
48.	थाना	2	70.	पानी	18
49.	थानेदार	1	71.	पीठ	1
50.	थाली	2	72.	पुलिसथाना	1
51.	दादा	3	73.	पुलिस चौकी	1
52.	दादी	3	74.	पूजा	1
53.	दुख	1	75.	पेड	6
54.	धरती	6	76.	पौधे	2
55.	ध्रुव	1	77.	प्यार	1
56.	धूप	1	78.	बच्चे	7
57.	धूल	१	79.	बर्दआ	3
58	नल	2	80.	बरतन	2
59.	नालियाँ	2	81.	बहन	3
60.	नाव	1	82.	बाढ़	1
61	नींद	1	83.	बात	11
62.	पंखा	1	84.	बादल	13
63.	पठार	5	85.	बिजली	2
64.	पड़ौसी	1	86.	बूंदे	1
65.	पढाई	1	87.	बूढे	1
66.	पत्ती	1	88.	बेटा	1
67.	पत्थर	1	89.	बैल गाड़ी	1
68.	पसीना	1	90.	भलाई	1
69.	पहाड़	11	91.	माई	4

क्र०सं०	शब्द	बारम्बारता
92.	भाग	2
93.	मछलियाँ	1
94.	महीना	8
95.	माँ	4
96.	मिट्टी	2
97.	मिठाईया	1
98.	मुँह	2
99.	मेला	5
100.	मोर	2
101.	राजा	21
102.	रात	4
103.	रेत	1
104.	रेलगाडी	2
105.	लंगोट	1
106.	लड़ाई	1
107.	लडका	2
108.	लडकियाँ	1
109.	लू	1
110.	लोग	18
111.	सिनेमाघर	1
112.	सूरज	3
113.	हण्डिया	1
114.	हथियार	1
115	हथेली	1
116.	हवाई जहाज	1
117.	हाथ	2
118.	हिरनी	1
119.	होली	3

देशज संज्ञा

1.	इसाई	1
2.	गिरजाघर	2
3.	चाय	1
4.	छुट्टी	1
5.	पटवारी	2
6.	फिसलनी	1

Adjectives with their Frequency and Derivation Used in the Sample Pages of Social Studies Textbook

तत्सम्

संस्कृत

क्र० सं०	शब्द	बारम्बारता
1.	अधिक	3
2.	आवश्यक	1
3.	एक	6
4.	गोल	1
5.	चतुर	1
6.	दानवीर	1
7.	दानी	1
8.	दासी	1
9.	धार्मिक	1
10.	बुद्धिमान	1
11.	भयंकर	1
12.	मुख्य	1
13.	योग्य	1
14.	राष्ट्रीय	1
15.	विद्वान	1
16.	वृद्ध	1
17.	शत्रु	1
18.	सुंदर	1

अरबी-फारसी शब्द

क्र० सं०	शब्द	बारम्बारता
1.	खाल	3
2.	खुश	1
3.	खूब	2
4.	गरीब	
5.	गर्म	4
6.	तेज	3

क्र०सं०	शब्द	बारम्बारता।
7.	परेशान	2
8.	बीमार	1
9.	रेगिस्तानी	1
10.	सही	4
11.	साफ	1
12.	हजारो	1

तद्भव

1.	अच्छा	8
2.	अरब	1
3.	आधा	1
4.	ऊँचा	3
5.	कई	6
6.	बच्चा	1
7.	कड़ी	1
8.	कत्थई	1
9.	करोड़ो	3
10.	काले	1
11.	कुछ	5
12.	घटाटोप	1
13.	चमकीला	1
14.	चारो	2
15.	चौदह	1
16.	छोटा	13
17.	जगली	1
18.	टेढ़ी-मेढ़ी	1
19.	ठण्डा	5
20.	ठीक	
21.	थोड़ा	4
22.	दो	3
23.	दोनों	5
24.	नंगा	1
25.	नई	1
26.	पहाड़ी	4
27.	पाचवे	2
28.	पुराना	1
29.	बड़ा	29
30.	बराबर	1
31.	बहुत	27
32.	बारह	2
33.	बीस	1
34.	बुरा	2
35.	भला	1
36.	भूरे	1
37.	राजधानी	1

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
38.	रोगी	1	42.	सभी	2
39.	लम्बे	2	43.	सूनी	1
40.	लाखो	1	44.	सकडो	1
41.	सब	9	45.	सोलह	1

Adverbs with their Frequency and Derivation Used in the Sample Pages of Social Studies Textbook

तत्सम्

[अ] संस्कृत

क्र० सं०	शब्द	बारम्बारता
1.	दान कर	1
2.	दूर	6
3.	वास्तव मे	1

(ब) अरबी-फारसी

1.	मदद कर	1

तद्भव

1.	आकर	2
2.	आस-पास	3
3.	इधर उधर	1
4.	कभी-कभी	2
5.	खा पीकर	2
6.	घूमते-घूमते	1
7.	चीर कर	1
8.	छोडकर	1
9.	जब	3
10.	जाकर	1
11.	ठीक प्रकार से	2
12.	तब	1
13.	देखकर	8
14.	देखते-देखते	1
15.	धीरे-धीरे	4
16.	नीचे	3
17.	पार कर	1
18.	पास	3

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
19.	पूछकर	1	25.	मिलाकर	1
20.	बाहर	1	26.	लगाकर	1
21.	बिखरे हुए	1	27.	लपक कर	1
22.	बुलाकर	1	28.	लेकर	2
23.	बैठकर	1	29.	सुनकर	2
24.	बोलकर	1	30.	सोते हुए	1

Verbs with their Frequency Used in the Sample Pages of Social Studies Textbook.

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
1.	आना	15	16.	चढ़ना	01
2.	उठाना	03	17.	चलना	06
3.	करना	47	18.	चलाना	01
4.	कहना	20	19.	चाहना	06
5.	कहलाना	04	20.	चूकना	01
6.	खरीदना	01	21.	छिपना	01
7.	खीचना	03	22.	छोडना	01
8.	खेलना	01	23.	जलना	01
9.	खोलना	01	24.	जलाना	02
10.	गाना	01	25.	जाना	06
11.	गिनना	03	26.	जानाना	04
12.	गिरना	01	27.	जीना	01
13.	घबराना	01	28.	जीतना	01
14.	घिरना	01	29.	झगड़ना	01
15.	घूमना	01	30.	टिमटिमाना	01

क्र०सं०	शब्द	बारम्बारता	क्र०सं०	शब्द	बारम्बारता
31.	डरना	01	55.	बनवाना	01
32.	डराना	01	56.	बनाना	14
33.	ढूंढना	02	57.	बुलाना	01
34.	तापना	81	58.	बैठना	01
35.	दिखना	08	59.	बैठाना	01
36.	दिखाना	04	60.	भरना	03
37.	दिलवाना	01	61.	भराना	01
38.	देखना	11	62.	मानना	06
39.	देना	14	63.	मारना	02
40.	दौड़ना	01	64.	मिलना	05
41.	निकलना	04	65.	मिलाना	01
42.	पकड़ना	01	66.	रहना	17
43.	पड़ना	04	67.	रखना	05
44.	पढ़ना	01	68.	रुकना	03
45.	पहुँचना	01	69.	रोकना	01
46.	पहुँचाना	01	70	लगना	04
47.	पहचानना	01	71.	लगवाना	02
48.	पहनना	02	72.	लगाना	01
49.	पालना	01	73.	लाना	02
50.	पूछना	02	74.	लिखना	05
51.	बचना	02	75.	लेना	04
52.	बड़ना	03	76.	लौटना	01
53.	बताना	09	77.	सजाना	02
54.	बनना	15	78.	समझना	01

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
79.	सीखना	01	82.	सोना	01
80.	सुनाना	01	83.	होना	108
81.	सूखना	02			

Nouns with their Frequency and Derivation Used in the Sample Pages of Hindi Textbook

तत्सम्

संस्कृत

क्र०सं०	शब्द	बारम्बारता	क्र०सं०	शब्द	बारम्बारता
1.	अश	2	14.	एकजा	1
2.	अनीती	2	15.	कक्षा	2
3.	अर्थ	1	16.	कल	3
4.	आत्म समर्पण	1	17.	कवि	1
5.	आदर	1	18.	कविता	1
6.	आदेश	1	19.	कष्ट	1
7.	आसन	1	20.	कारण	1
8.	इतिहास	1	21.	किशोर	1
9.	उच्चारण	3	22.	कुण्ड	1
10.	उत्साह	1	23.	गीत	1
11.	उदाहरण	1	24.	गुण	2
12.	उपहास	1	25.	गुरु	9
13.	ऋषि	3	26.	गुरुदेव	1

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
27.	ग्रह	1	51.	निवेदन	1
28	ग्राम	2	52.	न्याय पंचायत	1
29.	घास	1	53.	न्यायालय	1
30.	चित्र	1	54.	पक्षी	6
31.	चिन्ता	2	55.	पति	1
32.	छत्र	1	56.	पती	3
33.	छापा	1	57.	पत्नी	2
34.	जग	1	58.	पत्र	1
35	जन्म स्थान	1	59.	पथ	1
36.	जाति	1	60.	परम्परा	1
37.	जीव	1	61.	परिश्रम	2
38.	जीवन	3	62.	परीक्षा	2
39.	दानव	2	63.	पशु	3
40.	दिन	3	64.	पश्चाताप	1
41.	दुख	3	65.	पाठशाला	1
42.	देवता	2	66.	पिता	8
43.	देवराज	1	67.	पुरस्कार	1
44.	देश	1	68.	पूर्णिमा	1
45.	धर्मशाला	1	69.	पृथ्वी	2
46.	नदी	2	70.	प्रकृति	1
47.	नभ	1	71.	प्राणी	1
48.	जाम	2	72.	प्राणायाम	1
49.	निंदा	1	73.	प्रार्थना	2
50.	नियम	1	74.	प्रेम	2

क्र०सं०	शब्द	बारम्बारता	क्र०सं०	शब्द	बारम्बारता
75.	फल	5	99.	युवक	1
76.	फैक्ट	1	100.	रहस्य	1
77.	बलिदान	1	101.	राजन्	1
78.	बाण	2	102.	राज्य	2
79.	बालक	1	103.	राष्ट्र	3
80.	भवन	1	104.	राष्ट्रपति	1
81.	भार	1	105.	राष्ट्रीय गीत	1
82.	भाव	1	106.	लक्षण	1
83.	भावना	2	107.	वज्र	1
84.	भूत	1	108.	बर्ष	4
85.	भोजन	1	109.	वर्षा	3
86.	मंदिर	1	110.	वाक्यो	1
87.	मतदान केन्द्र	2	111.	वार्ता	1
88.	मनुष्य	1	112.	वाहन	2
89.	मरुभूमि	1	113.	विजय	1
90.	मरुस्थल	1	114.	विदया	1
91.	महाराजा	4	115.	विद्यार्थी	7
92.	मित्र	4	116.	बिधानसभा	1
93.	मित्रता	2	117.	विशेषता	1
94.	मूर्तिया	1	118.	विश्व	1
95.	मेघ	1	119.	वीरता	1
96.	यत्र	1	120.	वैष	1
97.	यात्री	1	121.	व्यापारी	3
98.	युद्ध	2			

क्र० सं०	शब्द	बारम्बारता
122.	शख	2
123.	शक्ति	4
124.	शब्द	1
125.	शरीर	5
126.	शस्त्र	1
127.	शिशु	1
128.	शिष्टाचार	3
129.	श्रावण	1
130.	संकट	1
131.	संकल्प	1
132.	सग्रह	1
133.	सतान	2
134.	सद्भाव	5
135.	समर्पण	1
136.	समाचार	1
137.	समाज	2
138.	समाधियो	1
139.	साधन	1
140	सुदरता	2
141.	सुख	1
142.	सुविधा	1
143.	सूर्य	1
144.	सेना	1
145.	सेनापति	1
146.	स्थान	1
147.	स्वभाव	4
148.	हत्या	5
149.	हित	1
150.	हितचिन्तन	1

अरबी-फारसी

1.	अब्बा	4
2.	आदमी	5
3.	औरत	2
4.	कागज	1
5.	कारखाना	1
6.	कैदी	1
7.	गदगी	1
8.	जमीन	1
9.	जान	1
10.	जानवर	1
11.	जोखिम	1
12.	जोश	1
13.	तबियत	2
14.	तस्वीर	3
15.	तहखाने	1
16.	तारीख	1

क्र० सं०	शब्द	बारम्बारता
17.	तूफान	1
18.	दरवाजा	1
19.	दवा	1
20.	दीमक	1
21.	दुनिया	2
22.	पहलवान	1
23.	फाटक	1
24.	फायदा	1
25.	बरकत	1
26.	बाजार	2
27.	बुखारी	1
28.	मकान	1
29.	मजा	1
30.	मशक	1
31.	मेज़	1
32.	मैदान	1
33.	रोज	1
34.	वतन	2
35.	शबनम	1
36.	शहद	1
37.	शहर	1
38.	शहीद	1
39.	शाम	1
40.	सड़क	2
41.	सफाई	1
42.	सफर	1
43.	सबक	1
44.	साहब	1
45.	सुबह	2
46.	हवा	5
47.	हवामहल	1
48.	हिस्से	1

यूरोपीय तथा अन्य भाषाएं

1.	चिमनी	2
2.	जक्शन	1
3.	टिफिन	2
4.	डाक्टर	5
5.	फोरमैन	5
6.	मशीन	3
7.	रेडियो	1
8.	स्कूल	2
9.	स्टेशन	2
10.	स्लेट	1

तद्भव

1.	अंधेरा	1
2.	अम्मा	1

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
3.	अलमारी	1	27.	खाना	1
4.	अस्पताल	1	28.	खिड़की	2
5.	आधी	10	29.	खेत	2
6.	आखो	4	30.	खेती	2
7.	आगन	2	31.	गलिया	1
8.	आग	3	32.	गांव	2
9.	आज	3	33.	गाड़ी	3
10.	उमर	1	34.	गलि	1
11.	ऊँट	3	35.	गाल	1
12.	कचरा	1	36.	गाय	1
13.	कडवाहट	1	37.	गुन	1
14.	कपड़े	2	38.	घण्टे	1
15.	कहानी	5	39.	घर	9
16.	कान	1	40.	घी	2
17.	काम	6	41.	चक्की	1
18.	कार्यवाही	1	42.	चबूतरे	2
19.	किसान	2	43.	चरबाहे	1
20.	कीचढ़	1	44.	चांद	1
21.	कुएँ	1	45.	चाचा जी	3
22.	कुत्ते	1	46.	चादर	1
23.	कोपले	1	47.	चारपाई	1
24.	कोयला	1	48.	चिड़िवा	1
25.	कोस	1	49.	चुनाव	3
26.	कौओ	1	50.	चौमासा	1

क्र०सं०	शब्द	बारम्बारता	क्र०सं०	शब्द	बारम्बारता
51.	छत्ता	1	74.	नीम	3
52.	छानी	1	75.	नेवला	5
53.	छुट्टी	1	76.	पानी	3
54.	जगह	1	77.	पीपल-1	11
55	जन्तर मंतर	2	78.	पेड	4
56.	झन्डा	1	79.	पौधे	1
57.	झाड़ियाँ	1	80.	फंदा	1
58.	झोपड़ी	4	81.	फन	1
59.	टीलो	1	82.	फाल	1
60.	ठण्डक	2	83.	बन्दर	1
61.	ढूह	1	84.	बकरी	1
62.	तना	1	85.	बच्चे	18
63.	ताको	1	86.	बनावटीपन	1
64.	तालाब	1	87.	बरतन	1
65.	तीर	1	88.	बरामदा	1
66.	तेल	1	89.	बस्ती	1
67.	दरियाई घोडा	1	90.	बहन	1
68.	दोपहर	1	91.	बात	6
69.	दोहा	3	92.	बादल	2
70.	धरती	2	93.	बाल	2
71.	धूल	5	94.	बिजली	2
72.	नानी	4	95.	बूँदे	4
73.	नीद	2	96.	बेटा	1

क्र० स०	शब्द	बारम्बारता	क्र० स०	शब्द	बारम्बारता
97.	बेटी	1	119.	रुपए	7
98.	भाई	6	120.	रेत	1
99.	भाई साहब	3	121	रेल	1
100.	भाप	4	122.	लकीर	1
101.	भैया	4	123.	लड़का	2
102.	मकोडे	1	124.	लडकियाँ	2
103.	मक्खियां	1	125.	लपटों	1
104.	मजूर	1	126.	लाठी	2
105.	मटका	1	127.	लोग	18
106.	मधुमक्खी	3	128.	सपूत	1
107.	मनु	3	129.	साथी	2
108.	मनौती	1	130.	सिर	1
109.	महगाई	1	131.	सीढ़ी	2
110.	महीना	2	132.	सूअर	1
111.	माँ	4	133.	हड्डियां	2
112.	मामा	3	134.	हरकारा	1
113.	मोर	1		**देशज**	
114.	रजाई	1	1	खादी	1
115.	राखी	6	2.	खो-खो	2
116.	राजा	3	3.	चीटियां	5
117.	रात	2	4.	सिगड़ी	1
118.	रोज	5			

Adjectives with their Frequency and Derivation Used in the Sample Pages of Hindi Textbook

तत्सम

संस्कृत

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
1.	अधिक	1	12.	पूजनीय	1
2.	अबोध	1	13.	प्रथम	1
3.	आर्थिक	2	14.	प्राचीन	1
4.	उपयोगी	1	15.	भयकर	1
5.	एक	26	16.	महान	1
6.	कठिन	4	17.	मुख्य	1
7.	गोल	1	18.	राष्ट्रीय	7
8.	द्वितीय	1	19.	विद्वान	2
9.	नामी	1	20.	विनत	1
10.	निर्दोष	1	21.	वीर	6
11.	निर्बल	1	22.	विकट	1

क्र० सं०	शब्द	बारम्बारता
23.	सुन्दर	1
	[ब] अरबी-फारसी	
1.	अजीब	1
2.	खूब	2
3.	गर्म	2
4.	ताजी	1
5.	साफ	1
	तद्भव	
1.	अंधेरी	1
2.	अगले	1
3.	अच्छा	4
4.	अठारह	1
5.	अड़तीस	1
6.	इकत्तीस	1
7.	इक्कीस	1
8.	उल्टी	1
9.	उन्चालीस	1
10.	उन्तीस	1
11.	उन्नीस	1
12.	उपजाऊ	1
13.	ऊँचा	4
14.	एक-दूसरे	26
15.	कई	1
16.	करड़ी	

क्र० सं०	शब्द	बारम्बारता
17.	कुछ	4
18.	गंदा	1
19.	ग्यारह	1
20.	घने	2
21.	घायल	1
22.	चार	1
23.	चारों	1
24.	चालीस	1
25.	चौंतीस	1
26.	चौकन्ने	1
27.	चौडा	1
28.	चौदह	1
29.	चौबीस	1
30.	छ.	2
31.	छत्तीस	1
32.	छब्बीस	1
33.	छोटा	3
34.	टूटा-फूटा	1
35.	ठण्डा	4
36.	ठीक	4
37.	तीस	1
38.	तेईस	1
39.	तेरह	1
40.	तैंतीस	1

क्र०सं०	शब्द	बारम्बारता	क्र०सं०	शब्द	बारम्बारता
41.	दूसरी	1	59.	बारह	1
42.	दो	7	60.	भारी	1
43.	दोनों	2	61.	भोला	2
44.	नई	1	62.	महगी	1
45.	नन्हें	1	63.	मीठा	1
46.	नवी	1	64.	लम्बे	1
47.	निकम्मी	1	65.	सच्चा	3
48.	पद्रह	2	66.	सत्ताईस	1
49.	पक्का	4	67.	सफाई पसद	1
50.	पच्चीस	1	68.	सब	6
51.	पुराना	6	69.	सस्ती	2
52.	पैतीस	1	70.	सत्रह	1
53.	प्यारा	2	71.	सैंतीस	1
54.	फुर्तीले	1	72.	सोलह	1
55.	बड़ा	11	73.	सौ	1
56.	बत्तीस	1	74.	हरा	1
57.	बहुत	3	75.	नीला	1
58.	बाईस	1			

Adverbs with their Frequency and Derivation Used in the Sample Pages of Hindi Textbook

तत्सम्

[अ] संस्कृत

क्र०सं०	शब्द	बारम्बारता
1.	आनंद से	1
2.	दूर	1
3.	प्रायः	1

(ब) अरबी–फारसी

1.	जोर-जोर से	1

तद्भव

1.	अच्छी तरह से	1
2.	अटपटा-अटपटा	1
3.	अब	3
4.	आकर	1
5.	आस, पास	3
6.	आसानी	1
7.	ऊपर	1
8.	ऐसे	3
9.	करके	1
10.	करते	1
11.	कहकर	1
12.	खाकर	1
13	चमका-चमका कर	1
14.	जोड़कर	1
15.	तनकर	1
16.	तब	3
17.	धधकती	1

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
18.	धीरे-धीरे	1	28.	रात को	1
19.	नीचे	2	29.	रोती कलपती	1
20.	पास	3	30.	लगाकर	1
21.	पीकर	1	31.	सँभालते	1
22.	बटोरते-बटोरते	1	32.	सुलगती	1
23.	बढ़-बढकर	1	33.	सोचकर	1
24.	बढ़ती	1	34.	हटकर	1
25.	बाहर	2		**देशज**	
26.	मिलकर	1	1.	किर-किर	1
27.	यहाँ	3	2.	सन-सन	1

Verbs with their Frequency Used in the Sample Pages of Hindi Textbook

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
1.	खाना	16	16.	गाना	1
2.	उठना	4	17.	गिरना	3
3.	उठाना	1	18.	गुनना	1
4.	उड़ना	3	19.	घुसना	2
5.	उबलना	1	20.	घूमना	1
6.	करना	39	21.	घेरना	1
7.	कहना	28	22.	चलना	5
8.	खाना	2	23.	चिल्लाना	1
9.	खिसकना	1	24	चुनना	1
10.	खींचना	2	25.	छाना	1
11.	खेलना	3	26.	छोड़ना	92
12.	खोजना	2	27.	जाना	12
13.	खोदना	1	28.	जानना	5
14.	गलना	1	29.	जीतना	1
15.	गवाना	1	30.	जीना	1

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
31.	झुकना	1	55	बढना	3
32.	झुलसना	1	56.	बताना	13
33.	झूलना	1	57.	बदलना	1
34.	टेरना	1	58.	बनना	11
35.	ठहरना	1	59.	बनाना	5
36.	डराना	1	60,	बरसना	1
37.	डालना	5	61	बसना	1
38.	तपना	1	62.	बहलाना	1
39.	तोडना	1	63.	बिगडना	1
40.	थकना	1	64.	बिछना	1
41.	दिखना	4	65.	बैठना	6
42.	देखना	18	66.	बोलना	12
43.	देना	3	67.	मरना	1
44.	दुहराना	1	68.	भिनभिनाना	1
45.	दौड़ाना	4	69.	मचाना	1
46.	निकलना	3	70.	माँगना	1
47.	पकडना	2	71.	मानना	5
48.	पड़ना	2	72.	मारना	2
49.	पढ़ना	2	73.	मिलना	10
50.	पनपना	1	74.	मुड़ना	1
51.	पाना	1	75.	रखना	3
52.	पालना	2	76.	रहना	13
53.	पूछना	7	77.	रुकना	1
54.	फूलना	1			

क्र० सं०	शब्द	बारम्बारता	क्र० सं०	शब्द	बारम्बारता
78.	लगना	4	89	सुनना	4
79.	लगाना	2	90.	सुनाना	2
80.	लाना	2	91.	सुधरना	1
81.	लिखना	4	92.	सुलगना	1
82.	लेना	7	93.	सोखना	1
83.	लौटना	1	94.	सोचना	10
84.	संभालना	3	95.	हँसना	1
85.	सनना	1	96.	हटाना	1
86.	समझना	9	97.	हारना	1
87.	समझाना	4	98.	हिलाना	1
88.	साधना	1	99.	होना	103

Nouns Used by Rural and Urban Children in their Written and Spoken Language and also Used by the Authors in Three Textbooks

क्र०सं०	शब्द	क्र०सं०	शब्द
1.	अंधेरा	14.	कुत्ता
2.	अनाज	15.	खाद
3	अलमारी	16.	खाना
4.	आख	17.	खेत
5.	आदमी	18.	खेती
6.	आलू	19.	गाडी
7.	ऊँट	20.	गाय
8.	ककड़	21.	गाँव
9.	कपड़े	22.	गुलाल
10.	काँच	23.	गोबर
11.	कान	24.	घण्टे
12.	किसान	25.	घड़ी
13.	कीचड़	26.	घर

क्र० सं०	शब्द	क्र० सं०	शब्द
27.	घी	50.	पशु
28.	घोडा	51.	पश्चिमी
29.	चाय	52.	पहाड़ो
30.	चिडिया	53.	पक्षी
31.	चूहा	54.	पानी
32.	चोच	55.	पिता
33.	जंगल	56.	पेट
34.	जग	57.	पेड़
35	जल	58.	पैर
36.	जानवर	59.	प्राणी
37.	झाडियाँ	60.	बंदर
38.	टमाटर	61.	बकरी
39	टांगें	62.	बच्चे
40.	टेबल	63.	बरतन
41.	तोता	64.	बस
42.	दाँत	65.	बस्ती
43.	दिन	66.	बहन
44.	दुकाने	67.	बात
45.	दूध	68.	बादल
46.	देश	69.	बाल
47.	नदी	70.	बिल्ली
48.	पंजों	71.	बैगन
49.	पर्वत	72.	बैल

क्र० सं०	शब्द
73.	बैलगाड़ी
74.	भाई
75.	भैंस
76.	भोजन
77.	मकान
78	मक्खियां
79.	मछलियां
80.	मटर
81.	माँ
82.	माँस
83.	माता जी
84.	मिठाई
85.	मिनट
86.	मुंह
87.	मेला
88	मोर
89	रंग
90.	राजा
91.	रात
92	रानी
93.	रीछ
94.	रेल
95.	रेलगाड़ी
96.	रोटी
97.	लड़का
98.	लडकी
99.	वतन
100.	शरीर
101.	शहद
102.	सब्जी
103.	सरकार
104.	सारस
105.	सिर
106.	सुबह
107.	स्कूल
108.	हल
109.	हाथी

Nouns Used Exclusively by Rural Children in their Written and Spoken Language

क्र० सं०	शब्द	क्र० सं०	शब्द
1.	अंगूठी	16.	केरी
2.	अखबार	17.	कोट
3.	अचार	18.	खड्डा
4.	असवारी	19.	खरगोश
5.	आंटी	20.	खरबूजा
6.	आऊट	21.	खाड
7.	आफिस	22.	गधों
8.	ऐड़ी	23.	गल्ला
9.	कंडकटर	24.	गुगले
10.	कड़े	25.	गुड
11.	कलमदान	26.	गुल्ले
12.	काका	27.	घण्टी
13.	काकडी	28.	घाघरा
14.	कागला	29	घीया
15.	किलप	30.	घोडी

क्र० सं०	शब्द	क्र० सं०	शब्द
31.	चकला	55.	दीपक
32	चद्दर	56.	दुपट्टो
33.	चरी	57.	दोस्त
34.	चाची	58.	नाई
35.	चुन्नी	59.	नाकू
36.	चूडिया	60.	पंचायत
37.	चूल्हा	61.	पकौडी
38.	छाछ	62.	पन्ने
39.	जाल	63.	परात
40.	जीजी	64.	पलग
41.	जीमणा	65.	पल्ला
42.	जूते	66.	पहिया
43.	जोड़	67.	पागड़ी
44.	जौ	68.	पाजेब
45.	टट्टी	69.	पान
46.	ट्यूबलाईट	70.	पिन-कुशन
47.	ट्रेक्टर	71.	फीता
48.	डण्डे	72.	फुट्टा
49.	डेगची	73.	फुलझड़ी
50.	ड्यौढी	74.	फुलके
51.	ड्राईवर	75.	बक्स
52.	तराजू	76.	बरगद
53.	तीज	77.	बारात
54.	दातुन	78.	बलद

क्र०सं०	शब्द	क्र०सं०	शब्द
79.	बाई	98.	माचा
80.	बाकी	99	मिट्ठू
81.	बासन	100.	मूगफली
82.	बुहारी	101.	मेथी
83.	बूट	102.	मैक्सी
84.	बेलन	103.	मोटर स्टैण्ड
85.	बेलदारी	104.	मौसी
86.	ब्रुश	105.	लत्ता
87.	भगौना	106.	लाईट
88.	भेली	107.	लुगडी
89.	मंजन	108.	लैट्रीन
90.	मंजिल	109.	लौजी
91.	मतीरे	110.	वीटी
92.	मध्याह्न	111.	शाक
93.	मसूर	112.	सहेली
94.	मांडा	113.	सास
95.	माथा	114.	सासाबरी
96.	माली	115.	सासरे
97.	माला	116.	सेव

Nouns Used Exclusively by the Authors in Three Textbooks

क्र० सं०	शब्द	क्र० सं०	शब्द
1.	अंग	15.	अर्जन
2.	अंश	16.	अर्थ
3.	अकाल	17.	अवयव
4.	अग्नाशय	18.	अस्पताल
5.	अचरज	19.	अक्षर
6.	अधोमृदा	20.	आँगन
7.	अध्याय	21.	आंते
8.	अध्यापक	22.	आधी
9.	अनुभव	23.	आकार
10.	अनीति	24.	आकाश
11.	अब्बा	25.	आदर
12.	अभिसारी	26.	आदेश
13.	अमावस्या	27.	आनंद
14.	अमाप्य	28.	आराम

क्र० सं०	शब्द
29.	आवश्यकता
30.	आसन
31.	आसमान
32.	इतिहास
33.	इसाई
34.	ईस्वी
35.	उच्चारण
36.	उत्सर्जन-तंत्र
37.	उत्साह
38.	उत्तर
39.	उत्तर दिशा
40.	उदाहरण
41.	उन्नति
42.	उपकरण
43.	उपयोग
44.	उपस्थिति
45.	उपहास
46.	उमर
47.	उमस
48.	उष्मा
49.	ऊँचाई
50.	ऊर्जा

क्र० सं०	शब्द
51.	ऋतु
52.	ऋषि
53.	एकता
54.	ओले
55.	ओस
56.	औजार
57.	कटोरी
58.	कडवाहट
59.	कण
60.	कतार
61.	कर्त्तव्य
62.	कलक्टर
63.	कलाएँ
64.	कवि
65.	कष्ट
66.	कागज
67.	कारखाना
68.	कारण
69	कार्की
70.	कार्बन डाईआक्साईड
71.	कार्य
72.	कार्यवाही

क्र० सं०	शब्द
73.	किले
74.	किलोमीटर
75.	किशोर
76.	किश्तिया
77.	कीडे
78.	कीले
79.	कुण्ड
80.	कूडा
81.	कै
82.	कैदी
83.	कैलेन्डर
84.	कोपिले
85.	कोष्ठक
86.	कोहरा
87	क्रिया
88.	खमे
89.	खजाना
90.	खड्डे
91.	खनिज
92.	खादी
93.	खाने
94.	खीरा
95.	गंदगी

क्र० सं०	शब्द
96.	गद
97.	गन्ने
98.	गमला
99.	गर्दन
100.	गाल
101.	गालि
102	गिद्ध
103.	गिरिजाघर
104.	गीत
105.	गुण
106.	गुन
107.	गुफाओं
108.	गुरू
109	गुरुदेव
110.	गैस
111.	गोद
112.	गौरैया
113.	ग्रह
114.	ग्राम
115.	घाटी
116.	घाव
117.	घेरा
118.	घोंसला
119.	चतुराई

क्र० सं०	शब्द
120.	चबूतरे
121.	चरवाहे
122.	चाँदनी
123.	चाचाजी
124.	चादर
125.	चालन
126.	चिकनी मिट्टी
127.	चिन्ता
128.	चिमनी
129.	चित्र
130.	चीज
131.	चीटिया
132.	चोर
133.	चील
134.	चुनाव
135.	चुम्बक
136.	चुम्बकत्व
137.	चूहेदानी
138	चोट
139.	चोटी
140	चौमासा
141.	छड
142.	छत्ता
143.	छत्र
144.	छाती
145.	छानी
146.	छाया
147.	छात्र
148.	छिपकली
149.	छुट्टी
150.	छेद
151.	जगह
152.	जडे
153.	जक्शन
154.	जनता
155	जन्तर-मतर
156.	जन्म-स्थान
157.	जमीन
158.	जल-कुण्डा
159.	जल-वाष्प
160.	जलाश्य
161.	जल्लाद
162.	जाकेट
163.	जाड़ा
164.	जाति
165.	जिला
166.	जिलाधीश
167.	जीत

क्र०सं०	शब्द	क्र०सं०	शब्द
168.	जीभ	192.	ताजगी
169.	जीव-विज्ञान	193	तारीख
170.	जैव-पदार्थ	194.	तारो
171.	जोखिम	195.	तितली
172.	जोश	196	तिनके
173.	झण्डा	197.	तीर
174.	झील	198.	तीर्थ स्थान
175.	झुमका	199	तुषार
176.	झूट	200.	तूफान
177.	टहनिया	201.	त्यौहार
178.	टिफिन	202.	त्वचा
179	टीले	203.	थाना
180.	ठण्ड	204.	थानेदार
181.	ठण्डक	205.	थाली
182.	डले	206.	दरवाजा
183.	ढक्कन	207.	दरियाई घोड़ा
184.	टूटट	208.	दर्रा
185.	ढेले	209.	दादी
186.	तत्र	210.	दान
187.	तबियत	211.	दानव
188.	तस्वीर	212.	दियासिलाई
189.	तहखाने	213.	दिल
190.	तहसीलदार	214.	दिशा
191.	ताको	215.	दीमक

क्र०सं०	शब्द
216.	दीवार
217.	दुःख
218.	दुनिया
219.	देवता
220.	देवराज
221.	दोहा
222.	द्रव
223.	दृश्य
224.	धमनियाँ
225.	धरातल
226.	धर्म
227.	धर्मशाला
228.	धागे
229.	धुआँ
230	धूप
231.	घूम
232.	धूल
233.	ध्रुव
234.	नक्शा
235.	नगर
236.	नगरपालिका
237.	नतीजा
238.	नभ
239.	नमी
240.	नमाज
241.	नमूने
242.	नागरिक
243.	नाम
244	निंदा
245.	नियम
246.	निवेदन
247.	निशान
248	निशाना
249.	नींद
250.	नीम
251.	नेवला
252.	नेत्र
253.	न्यायालय
254.	न्याय पचायत
255.	पखा
256.	पटवारी
257.	पठार
258.	पतंग
259.	पतझड

क्र० सं०	शब्द	क्र० सं०	शब्द
260	पत्ती	282	पुलिस चौकी
261.	पत्थर	283.	पुलिस-थाना
262.	पत्नी	284.	पुष्प
263.	पथ	285	पुस्तक
264.	परखनली	286.	पुस्तकालय
265.	परम्परा	287.	पुत्र
266.	परिवर्तन	288.	पुत्री
267.	परिश्रम	289.	पूजा
268.	परीक्षा	290	पूर्णिमा
269.	पर्दा	291.	पूर्व दिशा
270.	पर्वतमाला	292.	पृथ्वी
271.	पश्चाताप	293.	पैंसिल
272.	पसीना	294.	पौधे
273.	पहलवान	295.	प्यार
274.	पत्र	296.	प्रकार
275.	पाचन तंत्र	297	प्रकाश
276.	पाठ	298.	प्रकृति
277.	पार्क	299.	प्रतिकर्षण
278.	पिने	300.	प्रतिदिन
279.	पीठ	301.	प्रतिरूप
280.	पीपल	302.	प्रधानाध्यापक
281.	पुरस्कार	303.	प्रयोग

क्र० सं०	शब्द
304.	प्रयोगशाला
305	प्ररोह
306.	प्रश्न
307	प्राणायाम
308	प्रात.काल
309.	प्रेम
310.	फन
311.	फन्दा
312.	फायदा
313.	फ़ाल
314.	फिसलनी
315.	फेन
316.	फैफेडे
317.	बटुआ
318.	बनावट
319	बनावटीपन
320	बरकत
321.	बरसात
322.	बरामदा
323.	बल
324.	बलिदान
325.	बल्ब
326.	बवन्डर
327.	बाड
328.	बाण
329.	बालक
330.	बिन्दु
331.	बुद्धि
332.	बुखारी
333.	बुरादा
334.	बूढ़े
335.	बूदे
336.	मकड़ा जड़
337.	भट्टी
338.	मलाई
339.	मवन
340.	भाई साहब
341.	माप
342	भार
343.	माप
344.	भावना
345.	भूत
346.	भूमि
347.	भूसा
348.	मदिर
349.	मकोडे
350.	मजूर

क्र० सं०	शब्द	क्र० सं०	शब्द
351.	मजा	374.	मुदा
352.	मतदान केन्द्र	375.	मेघ
353.	मधुमक्खी	376.	मेढक
354.	मन	377	मौसम
355.	मनुष्य	378.	यत्र
356.	मनौती	379.	यकृत
357.	मरुभूमि	380.	यांत्रिक ऊर्जा
358.	मरुस्थल	381.	यात्री
359.	मशक	382.	युद्ध
360.	मस्जिद	383.	युवक
361.	मँहगाई	384.	रजाई
362.	महाराजा	385.	रहस्य
363.	महासागर	386.	राजन्
364.	महीना	387.	राज्य
365.	मानचित्र	388.	राष्ट्र
366.	मानव	389.	राष्ट्रीय गीत
367.	मार्ग	390.	राष्ट्रपति
368.	मालिक	391.	राहगीर
369.	मात्रा	392.	रात्रि
370.	मित्रता	393.	रिवाज
371.	मुख	394.	रुई
372.	मूर्तियों	395.	रुधिर
373.	मूसला जड़	396.	रूप

क्र०सं०	शब्द
397.	रेखा
398.	रेडियो
399	रेत
400.	लगोट
401.	लकीर
402.	लड़ाई
403.	लपटों
404.	लक्षण
405.	लाभ
406.	लार
407.	लिहाफ
408.	लेस
409.	वचन
410.	बज्र
411.	वन
412.	वन मानुष
413.	वर्षा
414.	वस्तु
415.	वस्त्र
416.	वाक्यों
417.	वातावरण
418.	वार्ता
419.	वायु
420.	वायु कुन्डा
421.	वायु दाब
422.	वायु मण्डल
423.	वाहन
424.	विकिरण
425.	विजय
426.	विद्या
427.	विद्यार्थी
428.	विद्यालय
429.	विद्युत
430.	बिधान सभा
431.	बिधि
432.	विवाह
433.	विशेषता
434.	विश्व
435.	वीरता
436.	वृद्धि
437.	वृक्षों
438.	वेष
439.	व्यबहार
440.	व्यापारी
441.	शान्ति

क्र० सं०	शब्द
442.	शबनम
443.	शस्त्र
444.	शहीद
445.	शासन
446.	शिराएँ
447.	शिशु
448.	शिष्य
449.	शिष्टाचार
450.	शीत-ऋतु
451.	शीत लहर
452.	शीर्ष-सूदा
453.	श्याम पट्ट
454.	श्वास
455.	श्वसन
456.	श्वसन तन्त्र
457.	श्वास नली
458.	सकट
459.	सकल्प
460.	संख्या
461.	सगम
462.	सग्रह
463.	संचरण
464.	सचार
465.	सतान
466.	संवहन
467.	सवत
468.	ससार
469.	सड़क
470.	सतह
471.	सद्भाव
472.	सन्
473.	सपूत
474.	सप्ताह
475.	सफर
476.	सबक
477.	सभा
478.	समर्थन
479.	समाचार
480.	समाज
481.	समाधि
482.	समुद्र
483.	समूह
484.	सम्राट
485.	सम्बन्धी
486.	सरन्ध्र

क्र०सं०	शब्द
397.	रेखा
398.	रेडियो
399	रेत
400.	लगोट
401.	लकीर
402.	लड़ाई
403.	लपटों
404.	लक्षण
405.	लाभ
406.	लार
407.	लिहाफ
408.	लेस
409.	वचन
410.	बज्र
411.	वन
412.	वन मानुष
413.	वर्षा
414.	वस्तु
415.	वस्त्र
416.	वाक्यों
417.	वातावरण
418.	बार्ता
419.	वायु
420.	वायु कुन्डा
421.	वायु दाब
422.	वायु मण्डल
423.	वाहन
424.	विकिरण
425.	विजय
426.	विद्या
427.	विद्यार्थी
428.	विद्यालय
429.	विद्युत
430.	विधान सभा
431.	विधि
432.	विवाह
433.	विशेषता
434.	विश्व
435.	वीरता
436.	वृद्धि
437.	वृक्षों
438.	वेष
439.	व्यवहार
440.	व्यापारी
441.	शान्ति

क्र० सं०	शब्द
442.	सबनम
443.	शस्त्र
444.	शहीद
445.	शासन
446.	शिराएँ
447.	शिशु
448.	शिष्य
449.	शिष्टाचार
450.	शीत-ऋतु
451.	शीत लहर
452.	शीर्ष-सूदा
453.	श्याम पट्ट
454.	श्वास
455.	श्वसन
456.	श्वसन तत्र
457.	श्वास नली
458.	संकट
459.	सकल्प
460.	सख्या
461.	सगम
462.	संग्रह
463.	सचरण
464.	सचार
465.	संतान
466.	सवहन
467.	सवत
468.	ससार
469.	सडक
470.	सतह
471.	सद्भाव
472.	सन्
473.	सपूत
474.	सप्ताह
475.	सफर
476.	सबक
477.	सभा
478.	समर्थन
479.	समाचार
480.	समाज
481.	समाधि
482.	समुद्र
483.	समूह
484.	सम्राट
485.	सम्बन्धी
486.	सरन्ध्र

क्र० स०	शब्द
487.	सवार
488.	सहयोग
489.	सागर
490.	साधन
491.	साहस
492.	साहब
493.	सिगड़ी
494.	सिटि बस
495.	सिनेमा घर
496.	सीढी
497.	सुदरता
498.	सुःख
499.	सुरंग
500.	सुरक्षा
501.	सुविधा
502.	सूअर
503.	सूची
504.	सूर्य
505.	सेना
506.	सेनापति
507.	सैं० मी०
508.	स्केल

क्र० सं०	शब्द
509.	स्तर
510.	स्थान
511.	स्पर्श
512.	स्वभाव
513.	स्लेट
514.	स्वागत
515.	स्वाद
516.	स्थिति
517.	हण्डिया
518.	हत्या
519.	हथियार
520.	हथेली
521.	हयूमस
522.	हरकारा
523.	हित
524.	हित चिन्तन
525.	हिरनी
526.	हिसाब
527.	हिस्से
528.	क्षमता
529.	श्रावण
530.	ज्ञानेन्द्रियां

Adjectives Used by Rural and Urban Children in their Written and Spoken Language and also Used by the Authors in Three Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	अच्छा	18.	थोड़ा
2.	आठ	19	दो
3	आधा	20	दोनो
4.	उन्चालीस	21	निर्जीव
5.	उल्टी	22	पद्रह
6.	ऊँचा	23.	पक्का
7.	एक	24	पीला
8.	काला	25	प्यारा
9.	कुछ	26	बडा
10.	गदा	27	बहुत
11	गोल	28.	बारह
12.	चार	29.	लम्बे
13	चौडा	30	लाल
14	छोटा	31.	विद्वान
15	ज्यादा	32	वीर
16	टेढा	33.	हरा
17.	तीन		

APPENDIX XXV

Adjectives Used by Urban and Rural Children in their Written and Spoken Language and not Used in the Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	केसरिया	6.	नौ
2.	खराब	7	माँसाहारी
3.	गीला	8	सफेद
4.	गुलाबी	9	सात
5.	दस	10	सारे

APPENDIX XXVI

Adjectives Used Exclusively by Rural Children in their Written and Spoken Languages

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	आठवी	11	पहली
2.	कम	12	पालतू
3.	कुंवारी	13	बॉका
4.	गहरा	14	बेहोश
5	चखूटी	15	मुश्किल
6.	चौथी	16	मेहनती
7	चौपाया	17	साढ़े छ
8	डेढ	18	सिदूरी
9.	ढाई	19	सुनसान
10.	दुबला	20.	सूखी

Adjectives Used Exclusively by Urban Children in their Written and Spoken Language

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	आसान	22.	पतला
2.	आसमानी	23.	पागल
3	कमजोर	24	पापिन
4	खाकी	25	पिक
5	गाढा	26	फर्स्ट
6.	ग्यारहवी	27.	बैजनी
7.	चकोर	28	ब्लू
8.	चकोट	29.	भूखा
9.	चपटा	30.	मोटा
10.	चालाक	31	रंगीन
11	चौरस	32.	रेड
12	झूठा	33	लगडी
13.	ठिगना	34	स्काईब्लू
14.	डरावना	35	सरल
15.	तिकोना	36.	साढे दस
16.	तिरछा	37	साढ़े नौ
17	तीसरी	38	साढ़े सात
18.	थई	39	सातवी
19	दूनी	40	सिकस्थ
20.	नकली	41	सैकिण्ड
21	नाइनथ		

Adjectives Used Exclusively by the Authors in Three Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	अधेरी	24.	करडी
2.	अगले	25.	करोडो
3	अजीब	26	खाली
4	अठ्ठारह	27.	खुश
5.	अडतीस	28	घटाटोप
6	अधिक	29.	घने
7	अनेक	30	घरेलू
8	अबोध	31.	घायल
9.	अरबो	32	चतुर
10.	आर्थिक	33	चमकीला
11.	आवश्यक	34.	चारों
12.	इकतीस	35	चालीस
13	इक्कीस	36	चौकन्ने
14	उच्च	37.	चौतीस
15	उनतीस	38.	चौबीस
16.	उन्नीस	39.	छत्तीस
17.	उपजाऊ	40	जगली
18.	उपयोगी	41.	टूटा-फूटा
19	ऊपरी	42	ठण्डी
20.	एक दूसरे	43.	ठीक
21	कठिन	44	ताजी
22.	कत्थई	45	तीस
23	कपटी	46.	तेइस

क्रम संख्या	शब्द	क्रम संख्या	शब्द
47.	तेज	78	बुद्धिमान
48.	तेरह	79	भयकर
49.	तैतीस	80.	भला
50.	द्वितीय	81	भारी
51	दूज	82	भुरभुरी
52	दानी	83.	मँहगी
53.	दानवीर	84	महान
54	दासी	85.	मुख्य
55	धार्मिक	86.	मुलायम
56.	धुधला	87.	युवा
57	नगा	88.	योग्य
58.	नन्हें	89.	राजस्थानी
59.	नवी	90	रेगिस्तानी
60.	नामी	91.	लाखो
61.	निकम्मी	92.	विकट
62.	निर्दोष	93	विनत
63.	निर्बल	94	वृद्ध
64	पच्चीस	95.	सच्चा
65.	परेशान	96.	सत्ताईस
66	पहाडी	97	सफाई पसद
67.	पाँचवे	98.	सभी
68.	पुराना	99	समान
69.	पूजनीय	100.	सस्ती
70.	पैतीस	101.	सत्रक
71.	पोली	102	सादी
72.	प्रथम	103.	सूनी
73.	प्राचीन	104.	सैकडो
74.	फुर्तीला	105.	सैतीस
75.	बत्तीस	106.	स्वस्थ
76.	बराबर	107	शत्रु
77.	बाईस	108.	हजारो

Adverbs Used by Rural and Urban Children in their Written and Spoken Language and also Used by the Author in Three Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	अब	8.	दूर
2	आकर	9	नीचे
3	इधर-उधर	10.	पास
4	ऊपर	11.	बनाकर
5.	करके	12	यहाँ
6	जब	13	लेकर
7.	जाकर	14	वहाँ

Adverbs Used by Rural Children in their Written and Spoken Language and also Used by the Authors in Three Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	छोडकर	2	धीरे-धीरे

Adverbs Used by Urban Children in their Written and Spoken Language and also Used by the Authors in Three Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	कभी-कभी	8	बाहर
2	करते	9.	बुलाकर
3.	कहाँ	10.	बैठकर
4.	खाकर	11.	मिलकर
5	निकालकर	12.	रखकर
6.	पहनकर	13	रात को
7.	पीकर		

Adverbs Used by Urban and Rural Children in their Written and Spoken Language and not Used in the Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	उठकर	3.	भागकर
2	दाई	4	शाम को

Adverbs Used Exclusively by Rural Children in their Written and Spoken Language

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	कॉव-कॉव	4.	डम-डम
2.	खरीदकर	5	निकलकर
3.	छुक-छुक		

APPENDIX XXXIV

Adverbs Used Exclusively by Urban Children in their Written and Spoken Language

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	उखाड कर	12	चलकर
2	उचक-उचक कर	13	चलाकर
3	उठाकर	14	चुराकर
4	उतार कर	15.	डालकर
5	आनन्द से	16.	दौडकर
6.	ओढकर	17	धोकर
7	खोलकर	18.	पटककर
8	गुनगुनाता	19.	मारकर
9.	घुमाकर	20	मुडकर
10.	घुसकर	21.	लगकर
11.	चलता	22.	सामने

Adverbs Used Exclusively by the Authors in Three Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	अच्छी तरह से	24.	तनकर
2	अटपटा-अटपटा	25.	तब
3	अमावस्या को	26	तुलना मे
4	अष्टमी को	27	तोड़कर
5	आनद से	28	दान कर
6.	आस-पास	29.	दिखाकर
7.	आसानी से	30	दिन भर
8	ऋतु मे	31	दूज को
9.	ऐसे	32.	देखकर
10	कब	33.	देखते-देखते
11	कहकर	34.	दोपहर को
12.	किर-किर	35	धधकती
13	खा पीकर	36	निकट
14.	गौर से	37.	पकड़कर
15.	घूमते-घूमते	38.	पढ़कर
16	चमका-चमका कर	39.	पारकर
17	चीर कर	40	पूछ कर
18	जैसे-जैसे	41.	पूर्णमासी को
19.	जोडकर	42.	प्रातःकाल
20.	जोर से	43	प्राय
21.	ज्यो-ज्यो	44.	बटोरते-बटोरते
22	ठीक प्रकार से	45	बढ-बढ कर
23.	ढक कर	46.	बढ़ती

क्रम संख्या	शब्द	क्रम संख्या	शब्द
47.	बिखरे हुए	57.	सभालते
48	बोलकर	58.	सन-सन
49	भरकर	59.	सर्दियो में
50	मदद कर	60	सायकाल को
51.	मिलाकर	61.	सुनकर
52.	मुकाबले मे	62	सुलगते
53	रोती-कलपती	63	सोचकर
54.	लगाकर	64.	सोते हुए
55	लपक कर	65.	स्वेच्छा से
56	वास्तव मे	66.	हटकर

Verbs Used by Rural and Urban Children in their Written and Spoken Language and also Used by the Authors in Three Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	आना	22.	पडना
2.	उठना	23.	पढना
3	उठाना	24	पहनना
4	उडना	25	बनाना
5.	करना	26.	बनना
6	कहना	27.	बनाना
7.	काटना	28	बैठना
8.	खाना	29.	बोलना
9	खोलना	30	भरना
10.	गाना	31.	मारना
11.	चढना	32	मिलना
12	चलना	33.	रखना
13	चलाना	34.	रहना
14.	छोडना	35	लगना
15.	जलाना	36.	लगाना
16.	जाना	37.	लाना
17	डालना	38	लिखना
18.	दिखाना	39	सोचना
19	देखना	40.	सोना
20.	देना	41	होना
21.	पकडना		

Verbs Used by Rural Children in their Written and Spoken Language and also Used by the Authors in Three Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	खीचना	4.	फिरना
2.	छिपाना	5.	बसना
3	जलना		

Verbs Used by Urban Children in their Written and Spoken Language and also Used by the Authors in Three Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	खरीदना	17	बचना
2.	खोलना	18	बदलना
3	गिरना	19	बाँधना
4.	घुसना	20	बुलाना
5.	घूमना	21.	मरना
6	चाहना	22	मानना
7	चिल्लाना	23.	मिलाना
8	जमना	24.	मुडना
9	जोतना	25	रुकना
10	झुलसना	26	लेना
11.	तोडना	27	लौटना
12	नाचना	28	सजाना
13	निकलना	29	समझना
14	पहुँचना	30.	सुनना
15.	पाना	31.	सुनाना
16.	पूछना	32.	हटाना

Verbs Used by Urban and Rural Children in their Written and Spoken Language and not Used in the Textbooks

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	उगना	8	पढाना
2	उडाना	9	पीना
3	ओढना	10	पूजना
4.	कराना	11	भौकना
5.	नहाना	12.	मिटाना
6.	निकालना	13	रोना
7.	पटकना		

Verbs Used Exclusively by Rural Children in their Written and Spoken Language

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	उछलना	6	बजना
2	घडना	7	बरसना
3.	छूटना	8	बहना
4.	धोना	9.	बिकना
5.	जमाना	10.	भीगना

Verbs Used Exclusively by Urban Children in their Written and Spoken Language

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	उतरना	26.	टूटना
2	कमाना	27	ठिठकना
3	कूटना	28	डाँटना
4.	खटखटाना	29	दबाना
5	खाँसना	30.	पकाना
6	खिलाना	31	पादना
7.	खोना	32.	पीसना
8	खोसना	33	फँसना
9	गरजना	34	फेकना
10	घोलना	35	बकना
11	चरवाना	36	बजाना
12	चमकाना	37	बाँटना
13.	चिढाना	38	बुनना
14.	चीखना	39.	भागना
15	चुभाना	40	भूलना
16.	चुराना	41	मचना
17	छिटकना	42	मनाना
18	छीनना	43	माँजना
19.	छुडाना	44	लगडाना
20.	छुपाना	45	लडना
21	जगना	46	लपेटना
22	जगाना	47	सिलना
23	जडना	48	सीखना
24	झपटना	49	सुझाना
25	टाँगना		

Verbs Used Exclusively by the Authors in Three Textbooks

क्र सं.	शब्द	क्रम संख्या	शब्द
1	उगाना	26.	झुकना
2.	उबलना	27.	झूलना
3	कहलाना	28	टिमटिमाना
4	खिसकना	29	टेरना
5.	खोजना	30	ठहरना
6.	खोदना	31	डरना
7.	गलना	32.	डराना
8	गॅवाना	33.	ढकना
9	गिनना	34	ढूँढना
10	गुनना	35	तपना
11	घबराना	36	तापना
12.	घिरना	37	थकना
13	घुमाना	38	दिखाना
14.	घेरना	39	दिलवाना
15	चिपकाना	40	दुहराना
16	चुनना	41.	दौडना
17.	चूकना	42	पनपना
18	छाना	43.	पहचानना
19.	छुआना	44	पहुँचाना
20	जलना	45	पालना
21	जानना	46	पिलाना
22	जीना	47.	फूलना
23	जीतना	48	फैलाना
24.	झगडना	49	बढ़ना
25	झडना	50	बढ़ाना

क्रम संख्या	शब्द
51.	बदलना
52.	बनवाना
53.	बरसना
54.	बहलाना
55.	बिगडना
56	बिछना
57.	बैठाना
58.	बोना
59.	भिनभिनाना
60	मचाना
61.	माँगना
62	मुरझाना
63.	रोकना
64.	लगवाना
65.	लटकाना
66.	लहलहाना
67	लौटना
68.	सँभालना
69	सनना
70	समझाना
71	साधना
72	सिमटना
73.	सीखना
74	सुधरना
75	सुलगना
76	सूखना
77	सोखना
78	हँसना
79	हारना
80.	हिलाना

Nouns with their Derivation Used by Urban Children in their Written and Spoken Language

तत्सम्

संस्कृत

क्रम सख्या	शब्द	क्रम सख्या	शब्द
1	अधकार	23.	पश्चिम
2	आलू	24.	पिता
3	कनक	25	प्रकाश
4	कन्या	26	प्रसाद
5.	कविता	27	प्राणी
6.	कार्यक्रम	28.	प्रार्थना
7	ज्ञान	29.	बाल
8	चित्रकला	30.	बालसभा
9	चोर	31.	भक्त
10	जगल	32.	भजन
11	जग	33	भोजन
12.	जल	34	माता
13	तिल	35.	मूत्र
14	तुलसी	36	रंग
15.	दिन	37	रथ
16.	देश	38.	राक्षस
17	दोष	39	राजकुमारी
18.	धन	40	वर्ष
19.	नदी	41.	विषय
20	पक्षी	42.	वैद्य
21.	पर्वत	43	शख
22	पशु	44	शब्द

क्रम संख्या	शब्द
45.	शरीर
46.	शिक्षा
47	सक्रात
48	सध्या
49.	समय
50.	सारस
51	स्त्री

अरबी-फ़ारसी

1.	अजायबघर
2.	आदमी
3	आवाज
4	इंसान
5.	ईद
6.	औरत
7.	कमीज़
8.	किताब
9.	किनारे
10.	किरायेदार
11	किवाड़
12.	कुरता
13	कुर्सी
14	खाते
15.	खाल
16.	गुब्बारे
17.	गुसलखाना
18.	जलूस
19	जहाज
20.	जान
21.	जानवर
22.	टके
23.	टिकिया
24.	तरकीब
25.	तनखा

क्रम संख्या	शब्द
26	ताँबा
27.	तोता
28.	दर्जी
29	दवात
30	दवाइयाँ
31.	दुकान
32.	दुकानदारी
33	बरफी
34	बाग
35	बारिश
36	बीमारी
37	मकान
38	मक्का
39	मसाले
40	मुर्गी
41	मुसलमान
42.	मैदान
43	रास्ते
44.	रूमाल
45	रोज
46	वतन
47.	शक्कर पारे
48.	शलगम
49	शहर
50	शहद
51	शादी
52	शाम
53	शिकार
54	शीशी
55	शेर
56	शेरनी
57.	सफाई
58	सब्जी
59.	सरकार
60	सरदार

क्रम संख्या	शब्द
61.	सवाल
62	समान
63	साल
64.	सुबह

यूरोपीय तथा अन्य भाषाएँ

1.	आमलेट
2.	इजिनियर
3.	कापी
4	कार
5.	गटर
6	गोरमेट
7.	चाकलेट
8.	टाईम
9.	टिकट
10	टेबल
11	टेलीफोन
12.	टेलीविजन
13	टैक्सी
14.	टेम्पू
15.	डाक्टर
16	ड्रामा
17.	नीकर
18	पिरिमड
19.	पुलिस
20	पैट
21.	पैन
22	प्रेस
23.	प्रडक्शन
24.	फ्राक
25.	फिल्म
26.	फोटो
27.	फोरमैन
28.	बम्ब
29.	बस
30	बुशर्ट
31.	बैक
32.	बैच
33.	बेल बॉटम
34	बैग
35	मास्टर
36	मिनट
37	मीट
38	मैडम
39.	रिक्शा
40	रिब्बन
41.	शटल
42.	सतरा
43.	सर
44	साईकल
45	सिल्क
46	सीमेन्ट
47.	सूट
48.	सैकिण्ड
49	स्कर्ट
50	स्कूटर
51.	स्कूल
52	स्कूल मास्टर
53.	स्टेशन
54	स्टोव
55	हाल

तद्भव

क्रम संख्या	शब्द
1	अगूर
2.	अडा
3.	अधेरा
4.	अनाज
5.	अनार

क्रम सख्या	शब्द	क्रम सख्या	शब्द
6	अलमारी	42	गली
7	आँखे	43	गहने
8	ईट	44.	गॉव
9.	उजाला	45	गाड़ी
10	उल्लू	46	गाजर
11.	ऊँट	47	गाना
12.	ककड	48	गाय
13.	कधा	49	गारा
14	ककडी	50	गिट्टे
15.	कचरा	51	गिलास
16	कचौडी	52.	गीदड
17.	कपड़े	53	गुच्छा
18.	कलगी	54.	गुडिया
19.	कव्वो	55	गुड्डी
20	कहानी	56.	गुलाब जामुन
21.	काँच	57	गुलाल
22	कान	58	गेद
23	काम	59	गेहूँ
24	किराने	60.	गोडे
25	किसान	61	गोपियाँ
26.	कीचड	62	गोबर
27	कुत्ता	63.	गोभी
28.	केले	64	गोला
29.	कोयले	65	ग्वाले
30	क्रोशिया	66	घघरी
31	खाट	67	घडा
32	खाद	68.	घडी
33	खाना	69	घण्टा
34.	खिचडी	70	घर
35.	खिलाड़ी	71	घायल
36	खिलौने	72.	घी
37	खील	73	घोडा
38.	खेत	74	चक्की
39	खेती	75	चना
40.	खेल	76	चप्पल
41.	गरमी	77	चरस

क्रम संख्या	शब्द	क्रम संख्या	शब्द
78.	चाँद	114.	तेल
79	चाँदी	115	त्यौहार
80	चाय	116	थन
81	चारपाई	117	थूक
82	चारा	118	थैलियाँ
83	चावल	119.	दही
84	चिडिया	120	दाँतो
85	चिडियाघर	121.	दादा
86.	चीता	122	दादी
87.	चूना	123.	दाले
88	चूहा	124.	दाल बाटी
89	चोच	125	दीए
90	छत	126	दीदी
91.	जीजा जी	127	दूध
92	भडार	128	दोपहर
93	झाडी	129	धनिया
94	झूले	130.	धरती
95	झोपड़े	131	धूपबत्ती
96.	टमाटर	132.	धोती
97.	टाँगा	133	धोबी
98	टाँगे	134	नमक
99	ढागे	135	नाक
100	टाफियाँ	136	नाड
101	टुकडा	137.	नानी
102.	टोपा	138	नाव
103	टोपी	139	नारता
104.	टोस्ट	140	नाहर
105.	डबलरोटी	141.	नारगी
106.	डाकन	142	नीबू
107	ढोल	143	नौकर
108	ढोलकी	144	नौकरी
109	तने	145	पखो
110.	तलवार	146	पजे
111	ताँगा	147.	पकवान
112	ताला	148.	पजामा
113	तालाब	149	पटाखे

क्रम संख्या	शब्द
150	पडौसी
151.	पढाई
152	पराठा
153	पर्ची
154	पहाड
155	पाँव
156	पानी
157	पापा
158.	पालक
159	पिचकारी
160	पीतल
161.	पुआ
162.	पुतले
163.	पुल
164.	पूँछ
165.	पूडी
166	पेट
167.	पेटीकोट
168.	पेड़
169.	पेडा
170.	पैर
171	पैसे
172	प्याज
173	प्यास
174.	फाटक
175.	फूल
176.	फूलगोभी
177.	बदर
178.	बदरिया
179.	बकरी
180	बकरा
181.	बगीचा
182	बच्चा
183	बछडा
184	बत्ती
185	बत्तख

क्रम संख्या	शब्द
186.	बनियान
187	बरतन
188	बस्ता
189	बस्ती
190	बहन
191	बाँस
192	बाघ
193	बाजा
194.	बात
195.	बादल
196.	बाथू
197	बाबा
198	बावडी
199	बिल्ली
200	बुआ जी
201.	बूँदी
202.	बेटा
203	बेटी
204.	बैर
205	बैगन
206	बैल
207	बैलगाड़ी
208	बोली
209	भाई
210	भाभी
211	भालू
212	भिण्डी
213.	भूख
214	भेड़िया
215	भैस
216	भैया
217.	मगौड़ी
218.	मक्खन
219	मक्खी
220.	मच्छर
221	मछली

क्रम संख्या	शब्द	क्रम संख्या	शब्द
222	मटर	256.	लावाँ फेरे
223.	मम्मी	257.	लू
224.	माँ	258	लोग
225.	माँस	259.	लोढ़ी
226	माखन	260.	लोमड़ी
227.	मामा	261	लोहा
228	मिठाई	262	शैतानी
229.	मिर्च	263	शोले
230	मील	264	सलवार
231	मुँह	265	सलवार सूट
232.	मूँग	266.	सवारी
233.	मूली	267.	सवेरा
234	मेला	268.	सिलाई
235	मैल	269	साग
236	मोर	270	साड़ी
237	मोमबत्ती	271.	साथी
238	मौसमी	272.	सिर
239.	रबड	273	सीग
240.	रस्सी	274	सुई
241.	राजा	275	सुपारी
242.	रात	276.	सूँड
243.	रानी	277.	सेठ
244	रीछ	278	सेठानी
245	रेल	279.	सेम
246	रेलगाडी	280.	सोना
247	रोटी	281	स्याही
248	लगूर	282.	स्वेटर
249	लगडी टाँग	283	हड्डी
250	लकड़ी	284.	हरियाली
251	लट्टू	285.	हल
252	लड्डू	286	हलवाई
253	लड़का	287	हवाई जहाज
254	लडकी	288.	हाथी
255.	लस्सी	289	हार

Adjectives with their Derivation Used by Urban Children in their Written and Spoken Language

तत्सम्

क्रम संख्या	शब्द
1	एक
2	निर्जीव
3.	मासाहारी
4	राष्ट्रीय
5	विद्वान
6	वीर
7	शाकाहारी
8.	सरल
9.	सुदर

अरबी-फारसी

क्रम संख्या	शब्द
1.	आसान
2.	आसमानी
3.	कमजोर
4.	खराब
5	खाकी
6.	गुलाबी
7.	ज्यादा
8	बीमार
9	रंगीन
10.	सही

यूरोपीय तथा अन्य भाषाएँ

क्रम संख्या	शब्द
1	थई
2.	नाइनथ
3.	पिक
4.	ब्लू
5.	रेड
6	सिक्सथ
7	सैकिण्ड
8	स्काई ब्लू

तद्भव

क्रम संख्या	शब्द
1	अधी
2	अच्छा
3.	आठ
4	आधा
5	उन्तालीस
6	उल्टा
7	ऊँचा
8	कई
9	कुछ
10.	केसरिया
11	गदा

क्रम संख्या	शब्द	क्रम संख्या	शब्द
12	गरीब	45	पन्द्रह
13.	गाढा	46	पतला
14	गीला	47.	पागल
15	गोल	48	पापिन
16	ग्यारहवी	49	पीली
17	चकोट	50.	पुरानी
18	चकोर	51.	प्यारी
19.	चपटा	52.	बहुत
20	चार	53	बारह
21	चालाक	54	बीस
22	चौडा	55.	बुरा
23	चौदह	56	बैजनी
24.	चौरस	57	भूखा
25	छब्बीस	58.	भूरा
26.	छोटा	59	भोला
27.	झूठा	60	मीठा
28	टेढा	61	मोटा
29.	ठिगना	62	रोगी
30	ठोस	63.	लगडी
31	डरावना	64	लम्बा
32.	तिकोना	65	लाल
33.	तिरछा	66	सफेद
34	तीन	67.	सब
35	तीसरी	68.	साढे दस
36	थोडा	69.	साढे नौ
37	दस	70	साढे सात
38.	दूनी	71	सात
39.	दो	72.	सातवी
40	दोनो	73.	सारे
41.	नकली	74.	सीधा
42.	नीला	75.	सौ
43	नौ	76.	हरा
44	पक्का		

Adverbs with their Derivation Used by Urban Children in their Written and Spoken Language

तद्भव

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	अब	23	चलाकर
2.	आकर	24.	चुराकर
3.	इधर-उधर	25.	जब
4.	उखाडकर	26.	जलाकर
5.	उचक-उचक कर	27.	जाकर
6	उठकर	28.	डालकर
7.	उठाकर	29	दाई
8	उड़ते-उडते	30	दूर
9	उतारकर	31.	दौड़कर
10	ऊपर	32	धोकर
11.	ओढकर	33	निकालकर
12.	कभी-कभी	34	नीचे
13.	करके	35.	पटक कर
14.	करते-करते	36.	पहन कर
15.	कहा	37	पास
16.	खाकर	38.	पीकर
17	खोलकर	39	बनाकर
18.	गुनगुनाता	40.	बाहर
19.	घुमाकर	41	बुलाकर
20.	घुसकर	42.	बैठकर
21.	चलकर	43	भागकर
22.	चलता	44.	मार कर

क्रम संख्या	शब्द	क्रम संख्या	शब्द
45	मिल कर	50	लगकर
46	मुड़कर	51	लेकर
47	यहाँ	52	वहाँ
48	रखकर	53	शाम को
49.	रात को		

क्रम संख्या	शब्द	क्रम संख्या	शब्द
45	छोड़ना	79	पीना
46	जगना	80.	पीसना
47.	जगाना	81	पूछना
48	जडना	82	पूजना
49.	जमना	83.	फँसना
50	जलाना	84.	फेंकना
51.	जाना	85.	बकना
52.	जोतना	86.	बचना
53	झपटना	87	बजाना
54.	झुलसना	88.	बताना
55	टॉगना	89	बदलना
56.	टूटना	90	बनना
57	ठिठकना	91	बनाना
58	डाँटना	92	बाँटना
59	डालना	93	बाँधना
60.	तोडना	94	बुनना
61	दबाना	95.	बुलाना
62.	दिखना	96	बैठना
63	देखना	97	बोलना
64.	देना	98	भरना
65.	नहाना	99	भागना
66.	नाचना	100.	भूलना
67	निकलना	101	भौंकना
68.	निकालना	102	मचना
69	पकड़ना	103.	मनाना
70.	पकाना	104.	मरना
71	पटकना	105	माँजना
72.	पडना	106	मानना
73.	पढना	107	मारना
74.	पढाना	108.	मिटाना
75.	पहनना	109.	मिलना
76	पहुँचना	110.	मिलाना
77	पादना	111	मुडना
78.	पाना	112	रखना

क्रम संख्या	शब्द	क्रम संख्या	शब्द
113.	रहना	125.	सजाना
114.	रुकना	126	समझना
115.	रोना	127.	सिलना
116.	लगडाना	128	सिखाना
117.	लगना	129	सुझाना
118	लगाना	130	सुनना
119	लडना	131	सुनाना
120	लपेटना	132.	सोचना
121	लाना	133.	सोना
122.	लिखना	134	हटना
123.	लेना	135	होना
124.	लौटना		

Nouns with their Derivation Used by Rural Children in their Written and Spoken Language

क्रम संख्या	शब्द
1	अधकार
2	आलू
3	कक्षा
4.	कल
5.	घास
6.	जगल
7	जग
8.	जल
9	जीव
10	जीवन
11	दिन
12	दीपक
13	देश
14	नदी
15	पचायत
16.	पक्षी
17	पर्वत
18	पशु
19.	पश्चिम
20	पाठशाला
21.	पिता
22	प्राणी
23	फल
24.	बीज
25	भाग
26.	भोजन
27	मजन
28	मध्यान्ह
29	माँस
30.	माता
31.	माला
32	शरीर
33.	शाक
34	सक्रात
35.	सारस
36.	मित्र
37	रंग
38	हल

अरबी-फ़ारसी

क्रम संख्या	शब्द
1	अख़बार
2	आदमी
3	इंसान
4.	कमीज
5.	कलमदान
6	कुरता
7	कुर्सी
8	खरगोश
9	खरबूजा

क्रम संख्या	शब्द
10.	गल्ला
11.	गुब्बारे
12.	चम्मच
13	जानवर
14.	तहसील
15	तराजू
16	तोता
17.	दफ्तर
18.	दर्जी
19.	दुकान
20	पाजेब
21.	फीता
22.	बरफी
23.	बस्ता
24	बाजार
25.	बीमारी
26	बेलदारी
27.	मजिल
28.	मकान
29.	मक्का
30	मसूर
31.	वतन
32	शहद
33	शादी
34.	शेर
35.	सब्जी
36.	सरकार
37.	सर्दी
38.	सुबह
39.	मेज
40.	हवा

यूरोपीय तथा अन्य भाषाएं

1.	आटी
2.	आउट
3	आफिस
4.	कंडक्टर
5	कापी
6.	कोट
7.	ट्यूबलाइट
8.	टाईम
9.	टेबल
10	ट्रैक्टर
11	टोस्ट
12.	ड्राईवर
13	नीकर
14	पिन कुशन
15	पेटीकोट
16	पैट
17.	पैन
18.	बस
19	बुशर्ट
20	बूट
21.	ब्लाउज
22.	ब्रुश
23.	मशीन
24.	लैट्रीन
25	शटल
26	सतरा
27	मिनट
28	मीटर
29.	मैक्सी
30.	मोटर
31.	मोटर स्टैण्ड
32.	लाइट
33	साईकल
34.	स्कूल
35.	स्वेटर

तद्भव

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	अगूर	34	कोस
2	अगूठी	35.	कौआ
3.	अधेरा	36.	खड्डा
4	अचार	37.	खाँड
5	अनाज	38.	खाट
6.	अम्मा	39	खाद
7.	अलमारी	40	खाना
8.	असवारी	41.	खिड़की
9.	आँखे	42	खेत
10	आज	43.	खेती
11.	आम	44	खेल
12	ऊँट	45.	खो-खो
13.	एडी	46	गधो
14	कंकड	47	गाँव
15	कचौडी	48.	गाडी
16	कड़े	49.	गाजर
17	कपडे	50	गाना
18.	कबूतर	51.	गाय
19.	कमरा	52	गिट्टे
20	कव्वा	53.	गुच्छा
21.	काँच	54	गुड
22.	काका	55	गुल्ले
23	काकडी	56.	गुलाब जामुन
24	कागला	57.	गुलाल
25	कान	58	गेद
26.	किलप	59	गेहूँ
27	किसान	60.	गोबर
28	कीचड	61.	गोभी
29	कुएँ	62	घड़ा
30.	कुत्ता	63.	घड़ी
31	केरी	64.	घण्टी
32.	केले	65	घण्टा
33	कोयले	66	घर

क्रम संख्या	शब्द	क्रम संख्या	शब्द
67.	घाघरा	101.	टोपी
68.	घी	102.	डण्डे
69.	घीया	103.	डिब्बे
70.	घोडा	104.	डेगची
71	घोडी	105	ड्यौढ़ी
72.	चकला	106.	तीज
73	चक्कर	107	त्यौहार
74	चद्दर	108.	थन
75	चना	109.	दही
76	चरी	110	दातो
77.	चाक	111	दातुन
78	चाची	112	दाले
79	चाय	113	दीए
80.	चारा	114.	दुपट्टा
81	चावल	115	दूध
82.	चिडिया	116.	धोती
83.	चुन्नी	117	नल
84.	चूडियाँ	118	नलियाँ
85.	चूल्हा	119.	नाई
86.	चूहा	120	नाकू
87.	चोच	121.	नारगी
88	छाछ	122	नाहर
89	जाल	123	पजे
90.	जीजी	124	पकौडी
91.	जीजा जी	125	पटाखा
92.	जीमण	126.	पन्ने
93.	जूते	127	पराठा
94	जोड़	128	परात
95.	जौ	129	पलग
96	झाडी	130	पल्ला
97	टट्टी	131	पहाड़
98	टमाटर	132	पट्टियो
99	टाँगा	133	पगड़ी
100	टाँगे	134.	पान

क्रम संख्या	शब्द	क्रम सख्या	शब्द
135	पानी	169.	बुहारी
136.	पापा	170	बूँदी
137	पालक	171	बूट
138	पुआ	172	बेलन
139	पूँछ	173	बैल
140.	पूडी	174	बैलगाडी
141	पेट	175	बैगत्त
142	पेड	176	बोझ
143	पैर	177	भगौना
144.	पैसे	178	भाई
145	फुट्टा	179	भाभी
146.	फुलके	180.	भेस
147	फूलझडी	181	मजन
148.	बदर	182.	मक्खन
149	बकरी	183	मक्खी
150	बक्स	184	मछली
151.	बच्चा	185	मटका
152.	बछडा	186.	मटर
153	बरगद	187	मतीरे
154	बरतन	188	भाडा
155	बरात	189	माँ
156	बलद	190.	माचा
157	बस्ती	191	माली
158	बहन	192	मावा
159.	बाई	193	मिट्टी
160	बाकी	194	मेथी
161	बाचू	195	लोमड़ी
162	बात	196.	सहेली
163.	बादल	197.	सास
164	बाल	198	साग
165.	बावडी	199.	साडी
166.	वासन	200	सासेर
167	बिजली	201.	सिर
168.	बिल्ली	202.	सिलाई

क्रम संख्या	शब्द
203.	सीग
204	सुई
205.	सूंड
206.	सूरज
207.	सेब
208.	सोना
209.	मिट्ठू
210.	मिठाई
211.	मील
212.	मूँह
213	मूँग
214	मूँगफली
215	मूली
216	मेला
217	मोर
218	मौसी
219.	मौसमी
220.	रबड
221.	रसोईघर
222.	राखी
223.	राजा
224	रात
225	रानी
226.	रीछ
227	रुपए
228	रेल
229.	रेलगाडी
230	रोटी
231.	लट्टू
232.	लड़का
233.	लडकी
234	लड्डू
235.	लत्ता
236	लाठी
237	हाथ
238	हाथी
239.	होली

देशज	
1	गुगले
2	चीकू
3	चीनी
4	भेली
5	लुगडी
6	लौजी
7	वीटी
8	सतोला
9.	सासाबरी

Adjectives with their Derivation Used by Rural Children in their Written and Spoken Language

संस्कृत — **तत्सम्**

क्रम संख्या	शब्द
1.	एक
2.	गोल
3.	निर्जीव
4.	मासाहारी
5.	विद्वान
6	वीर
7.	शाकाहारी

अरबी-फ़ारसी

1	कम
2.	खराब
3	गरम
4.	गुलाबी
5.	ज्यादा
6.	बेहोश
7.	मुश्किल
8	साफ

तद्भव

1.	अच्छा
2	आठ
3.	आंठवी
4.	आधा
5	उन्चालीस
6	उल्टी
7	ऊँचा
8	कच्चा
9.	कडी
10	काला
11	कुँआरी
12	कुछ
13.	केसरिया
14.	गदा
15.	गहरा
16	गीला
17	ग्यारह
18.	चखूटी
19.	चौडा
20.	चार
21.	चौथी
22.	चौपाया
23.	छ
24	छोटा
25	टेडा

क्रम संख्या	शब्द
26	डेढ़
27.	ढाई
28.	तीन
29.	थोडा
30.	दस
31.	दुबला
32.	दूसरी
33	दो
34	दोनो
35.	नई
36.	नौ
37	पद्रह्
38.	पक्का
39	पहली
40	पाँच
41	पालतू
42	पीला
43	प्यारा
44	बडा
45	बहुत
46.	बाका
47.	बारह्
48	मेहनती
49	लम्बे
50	लाल
51	सफेद
52.	साढे छ
53	सात
54	सारे
55	सिदूरी
56	सुनसान
57	सूखी
58.	सोलह्
59	सौ
60	हरा
61	हल्के

देशज

1	चीकू.
2.	चीनी
3	बेसन
4.	मलाई
5.	मठरी
6.	सतोला

Adverbs with their Derivation Used by Rural Children in their Written and Spoken Language

तद्भव

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	अब	15	नीचे
2.	आकर	16	पास
3	इधर-उधर	17	बनाकर
4.	उठकर	18	भाग कर
5	ऊपर	19	यहाँ
6.	कर के	20	लेकर
7	खरीदकर	21.	वहाँ
8	छोडकर	22	शाम को
9	जब	23	सामने
10	जाकर		
11	दाईं	देशज	
12.	दूर	1.	काँव कौंव
13.	धीरे-धीरे	2	छुक छुक
14.	निकल कर	3.	डम डम

Verbs with their Derivation Used by Rural Children in their Written and Spoken Language

तद्भव

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	आना	23	छोडना
2.	उगना	24	जमाना
3.	उछलना	25.	जलना
4.	उठना	26.	जलाना
5.	उठाना	27	जाना
6	उड़ना	28.	डालना
7.	उड़ाना	29	दिखना
8.	ओढ़ना	30.	देखना
9.	करना	31	देना
10	कराना	32.	धोना
11.	कहना	33.	नहाना
12.	काटना	34	निकालना
13	खाना	35	पकडना
14.	खीचना	36	पटकना
15.	खेलना	37	पडना
16.	गाना	38.	पढ़ना
17.	घड़ना	39.	पढ़ाना
18.	चढ़ना	40.	पहनना
19.	चलना	41.	पीना
20.	चलाना	42	पूजना
21.	छिपना	43.	फिरना
22.	छूटना	44.	बजना

क्रम संख्या	शब्द	क्रम संख्या	शब्द
45.	बताना	58.	मिटाना
46.	बनना	59	मिलना
47.	बनाना	60.	रखना
48	बरसना	61.	रहना
49.	बसना	62	रोना
50.	बहना	63	लँगना
51.	बिकना	64	लगाना
52.	बैठना	65.	लाना
53.	बोलना	66.	लिखना
54.	भरना	67.	सोचना
55.	भीगना	68.	सोना
56	भौकना	69	होना
57.	मारना		

Nouns Used by Rural and Urban Children in their Written and Spoken Language

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	अगूठी	26	इसान
2.	अगूर	27.	ईंट
3.	अडा	28	ईद
4.	अधेरा	29	उजाला
5.	अधकार	30	उल्लू
6	अखबार	31.	ऊँट
7	अचार	32	एड़ी
8	अजायबघर	33	औरत
9.	अनाज	34	कंक
10.	अनार	35	कडक्टर
11,	अम्मा	36	कंधा
12.	अलमारी	37.	ककडी
13.	असवारी	38	कक्षा
14.	आटी	39.	कचरा
15	आँखे	40.	कचौडी
16.	आऊट	41	कडे
17.	आज	42.	कनक
18	आटा	43.	कन्या
19.	आदमी	44.	कपडे
20.	आफिस	45	कबूतर
21.	आम	46.	कमीज
22.	आमलेट	47.	कमरे
23.	आलू	48	कलगी
24.	आवाज़	49.	कलमदान
25	इंजीनियर	50	कल

क्रम संख्या	शब्द	क्रम संख्या	शब्द
51	कविता	85.	खरबूजा
52.	कव्वाँ	86.	खाँड
53.	कहानी	87.	खाट
54	काच	88.	खाते
55	काका	89.	खाद
56	काकड़ा	90.	खाना
57	कागला	91.	खाल
58	कान	92.	खिचडी
59	कापी	93	खिडकी
60	काम	94.	खिलाडी
61.	कार	95.	खिलौने
62.	कार्यक्रम	96.	खील
63.	किताब	97.	खेत
64	किनारे	98.	खेती
65.	किराने	99.	खेल
66.	किरायेदार	100.	गटर
67	किवाड	101.	गधो
68.	किलप	102	गरमी
69	किसान	103.	गली
70	कीचड	104	गल्ला
71	कुत्ता	105.	गहने
72.	कुरता	106.	गाँव
73.	कुर्सी	107.	गाजर
74.	कुएँ	108.	गाडी
75.	केरी	109.	गाना
76	केले	110	गाय
77	कोट	111	गारा
78	कोयले	112	गिट्टे
79.	कोयल	113.	गिलास
80	कोस	114.	गीदड
81.	कौआ	115.	गुगले
82.	क्रोशिया	116	गुच्छा
83	खट्टा	117	गुड
84.	खरगोश	118.	गुड्डी

क्रम संख्या	शब्द	क्रम संख्या	शब्द
119.	गुडिया	153	चरस
120.	गुब्बारे	154	चरी
121.	गुलाब जामुन	155.	चाँद
122.	गुलाल	156.	चाँदी
123.	गुल्ले	157.	चाक
124	गुसलखाना	158	चाकलेट
125.	गेद	159	चाची
126.	गेहूँ	160	चाय
127	गोड़े	161.	चारपाई
128.	गोपियाँ	162	चारा
129	गोबर	163.	चावल
130.	गोभी	164	चिडिया
131.	गारमेट	165.	चिडियाघर
132,	गोला	166	चित्रकला
133.	ग्वाले	167,	चीकू
134	घघरी	168	चीता
135.	घडा	169	चीनी
136.	घडी	170.	चुन्नी
137	घण्टा	171	चूडियॉ
138	घण्टी	172	चूना
139	घर	173.	चूल्हा
140.	घाघरा	174.	चूहा
141.	घाघल	175	चोच
142	घी	176	चोर
143.	घीया	177.	छत
144.	घोड़ा	178	छाछ
145.	घोडी	179.	जगल
146.	चकला	180.	जग
147.	चक्की	181.	जल
148.	चक्कर	182	जलूस
149.	चछर	183	जवान
150.	चना	184.	जहाज
151.	चप्पल	185.	जान
152	चम्मच	186.	जानवर

क्रम संख्या	शब्द	क्रम संख्या	शब्द
187.	जाल	221	डबल रोटी
188.	जीजा जी	222.	ड्योढ़ी
189	जीजी	223	डाकन
190	जीमणा	224	डाक्टर
191	जीव	225	डिब्बे
192	जीवन	226	डेगची
193.	जूते	227.	ड्राईवर
194.	जोड	228.	ड्रामा
195	जौ	229	ढोल
196.	झझर	230	ढोलकी
197	झाडी	231.	तने
198.	झूले	232.	तनखा
199	झोपडी	233	तरकीब
200.	टके	234	तराजू
201.	टट्टी	235	तलवार
202	टमाटर	236.	तहसील
203.	ट्यूब लाइट	237	तॉगा
204	टाँगा	238	ताँबा
205	टाँगे	239	ताला
206.	टाईम	240	तालाब
207	टाफियाँ	241.	तिल
208.	टिकट	242.	तीज
209	टिकिया	243	तुलसी
210.	टुकडा	244	तेल
211.	टेबल	245	तोता
212.	टेलिफोन	246	त्यौहार
213.	टेलिविजन	247.	थन
214.	टैक्सी	248	थूक
215	टैम्पू	249	थैलियाँ
216.	ट्रैक्टर	250.	दफ्तर
217	टोपा	251	दर्जी
218	टोपी	252.	दवाइयाँ
219	टोस्ट	253.	दवात
220	डण्डे	254.	दही

क्रम संख्या	शब्द	क्रम संख्या	शब्द
255.	दाँतो	289.	नाव
256.	दातुन	290	नारंगी
257.	दादा	291.	नाश्ता
258.	दादी	292.	नाहर
259.	दालबाटी	293.	नीकर
260	दाले	294.	नीबू
261.	दिन	295.	नौकर
262	दीए	296.	नौकरी
263.	दीदी	297.	पखो
264	दीपक	298.	पचायत
265.	दीया	299	पजो
266.	दुकान	300	पकवान
267.	दुकानदारी	301.	पकौडी
268.	दुपट्टा	302.	पक्षी
269.	दूध	303	पजामा
270.	देश	304.	पटाखे
271,	दोपहर	305.	पडौसी
272.	दोष	306.	पढाई
273.	दोस्त	307.	पन्ने
274.	धन	308	पराठा
275.	धनिया	309.	परात
276.	धरती	310.	पर्ची
277.	धूपबत्ती	311.	पर्वत
278.	धोती	312.	पलग
279.	धोबी	313.	पल्ला
280.	नदी	314	पशु
281.	नमकीन	315.	पश्चिम
282.	नल	316.	पहाड
283.	नलियाँ	317.	पहिया
284.	नाई	318.	पाँव ,
285.	नाक	319.	पागड़ी
286.	नाकू	320.	पाजेब
287.	नाड	321.	पाठशाला
288.	नानी	322.	पान

क्रम संख्या	शब्द	क्रम संख्या	शब्द
323.	पानी	357.	फुट्टा
324.	पालक	358.	फुलके
325.	पिचकारी	359.	फुलझड़ी
326.	पिता	360.	फूल
327.	पिन-कुशन	361.	फूलगोभी
328.	पिरियड	362.	फोटो
329	पीतल	363.	फोरमेन
330.	पुआ	364.	फ्रॉक
331.	पुतले	365.	बद
332.	पुल	366.	बदरिया
333.	पुलिस	367.	बकरी
334.	पूँछ	368	बकरे
335.	पूडी	369	बक्स
336	पेट	370.	बगीचा
337	पेटीकोट	371.	बच्चा
338.	पेड	372	बछड़ा
339.	पेडा	373.	बत्ती
340.	पेट	374	बत्तख
341	पैन	375	बनियाइन
342	पैर	376.	बम्ब
343	पैसे	377.	बरगद
344.	पोपिन	378	बरतन
345.	प्याज	379	बरात
346.	प्यास	380.	बरफी
347.	प्रकाश	381	बलद
348.	प्रसाद	382.	बस
349.	प्राणी	383	बस्ता
350.	प्रार्थना	384	बस्ती
351.	प्रेस	385.	बहन
352.	फंशन	386.	बाँस
353	फल	387	बाई
354	फाटक	388	बाकी
355.	फिल्म	389	बाग
356.	फीता	390.	बाघ

क्रम संख्या	शब्द	क्रम संख्या	शब्द
391.	बाजा	425.	ब्लाउज
392.	बाज़ार	426.	ब्रुश
393.	बात	427.	भक्त
394.	बाथू	428.	भगौना
395.	बादल	429.	भजन
396.	बाबा	430.	भाई
397.	बारिश	431	भाग
398.	बाल	432	भाभी
399.	बालसभा	433.	भालू
400.	बावड़ी	434	भिण्डी
401.	बासन	435	भूख
402.	बिजली	436	भेडिया
403.	बिल्ली	437	भेली
404.	बीज	438.	भैया
405	बीमारी	439.	भैस
406.	बुआजी	440	भोजन
407.	बुहारी	441.	मंगोडी
408.	बुशर्ट	442.	मजन
409.	बूँदी	443	मजिल
410	बूट	444.	मकान
411.	बेटा	445.	मक्का
412.	बेटी	446.	मक्खन
413.	बेर	447.	मक्खी
414.	बेलन	448	मच्छर
415.	बेलबॉटम	449.	मछली
416.	बेलदारी	450.	मटका
417.	बेसन	451.	मटर
418.	बैक	452	मठरी
419.	बैगन	453.	मतीरे
420.	बैच	454.	मध्यान्ह
421.	बैल	455.	मम्मी
422.	बैलगाडी	456	मलाई
423.	बोझ	457.	मशीन
424.	बोली	458.	मसाले

क्रम संख्या	शब्द	क्रम संख्या	शब्द
459	मसूर	493.	मेल
460	मॉड़ा	494.	मोटर
461	मौं	495.	मोटर स्टैण्ड
462	मौंस	496.	मोमबत्ती
463	माखन	497.	मोर
464.	माता	498.	मौसी
465.	माथा	499.	मौसमी
466	मामा	500	रंग
467.	माला	501	रथ
468	माली	502.	रबड
469.	मावा	503.	रसोई
470.	मास्टर	504	रस्सी
471.	मिट्टी	505	राक्षस
472.	मिट्ठू	506	राखी
473	मिठाई	507	राजा
474	मित्र	508.	राजकुमारी
475.	मिनट	509.	रात
476.	मिर्च	510	रानी
477.	मीट	511.	रास्ते
478.	मीटर	512.	रिक्शा
479.	मील	513.	रिब्बन
480.	मुँह	514.	रीछ
481.	मुर्गी	515	रुपए
482.	मुसलमान	516.	रुमाल
483	मूँग	517.	रेल
484	मूँगफली	518	रेलगाडी
485.	मूत्र	519.	रोज
486	मूली	520.	रोटी
487.	मेज	521.	लगड़ी टाग
488.	मेथी	522.	लगूर
489.	मेला	523	लकडी
490	मैक्सी	524,	लडका
491.	मैडम	525	लडकी
492.	मैदान	526.	लड्डू

क्रम संख्या	शब्द	क्रम संख्या	शब्द
527.	लट्टू	561	शैतानी
528.	लत्ता	562	शोले
529.	लस्सी	563	सक्रात
530.	लाईट	564.	सध्या
531.	लाठी	565	सतरा
532.	लावाँ फेरे	566.	सफाई
533.	लुगडी	567	सब्जी
534	लू	568	समय
535.	लैट्रीन	569.	सर
536.	लोग	570.	सरकार
537.	लोढ़ी	571.	सरदार
538.	लोमड़ी	572.	सर्दी
539.	लोहा	573	सलवार
540.	लौजी	574.	सलवार सूट
541.	वतन	575.	सवारी
542.	वर्ष	576	सवाल
543.	विषय	577.	सवेरा
544.	वैद्य	578.	सहेली
545.	वीटी	579.	सॉस
546.	शख	580.	साईकल
547.	शक्करपारे	581.	साग
548.	शब्द	582.	साडी
549.	शरीर	583	साथी
550.	शलगम	584	सामान
551.	शहद	585.	सारस
552	शहर	586.	साल
553.	शाक	587.	सासरे
554.	शादी	588.	सासाबरी
555.	शाम	589.	सिर
556.	शिकार	590	सिलाई
557	शिक्षा	591.	सिल्क
558	शीशी	592.	सीग
559.	शेर	593.	सीमेन्ट
560.	शेरनी	594.	सुई

क्रम संख्या	शब्द	क्रम संख्या	शब्द
595.	सुपारी	610	स्टेशन
596.	सुबह	611	स्टोव
597.	सूइ	612.	स्त्री
598.	सूट	613	स्वेटर
599.	सूरज	614.	हड्डी
600.	सेठ	615.	हरियाली
601	सेठानी	616	हल
602.	सेम	617.	हलवाई
603	सेव	618	हवा
604	सैकिण्ड	619	हवाई जहाज
605	सोना	620	हाथ
606.	स्कर्ट	621	हाथी
607	स्कूटर	622.	हार
608.	स्कूल	623	हाल
609.	स्कूलमास्टर	624	होली

Adjectives Used by Urban and Rural Children in their Written and Spoken Language

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1	अच्छा	24	गरीब
2	आठ	25.	गर्म
3.	आठवी	26.	गहरा
4.	आधा	27	गाढ़ा
5	आसान	28	गीला
6.	आसमानी	29.	गुलाबी
7	उन्चालीस	30	गोल
8	उल्टा	31.	ग्यारह
9	ऊँचा	32	ग्यारहवी
10.	एक	33	चकोट
11.	कई	34.	चकोर
12.	कच्चा	35	चखूटी
13	कड़ी	36.	चपटा
14	कम	37.	चार
15.	कमज़ोर	38	चालाक
16.	काला	39.	चौड़ा
17.	कुँआरी	40	चौथी
18.	कुछ	41	चौदह
19.	केसरिया	42	चौपाया
20.	खराब	43	चौरस
21	खाकी	44.	छ.
22.	खूब	45.	छब्बीस
23.	गदा	46.	छोटा

क्रम संख्या	शब्द	क्रम संख्या	शब्द
47.	ज्यादा	81	पिक
48.	झूठा	82.	पीला
49	टेढा	83.	पुरानी
50	ठिगना	84	प्यारा
51.	ठोस	85	फर्स्ट
52.	डरावना	86.	बडा
53	डेढ़	87.	बहुत
54.	ढाई	88	बाँका
55.	तिकोना	89	बारह
56.	तिरछा	90	बीमार
57.	तीन	91	बीस
58	तीसरी	92.	बुरा
59.	थर्ड	93.	बेहोश
60	थोडा	94	बैजनी
61.	दस	95	ब्लू
62	दुबला	96	भूखा
63	दूनी	97	भूरा
64	दूसरी	98.	भोला
65.	दो	99	माँसाहारी
66.	दोनो	100	मीठा
67.	नई	101.	मुश्किल
68	नकली	102	मेहनती
69	नाइन्थ	103	मोटा
70	निर्जीव	104	रगीन
71.	नीला	105	राष्ट्रीय
72	नौ	106	रेड
73.	पद्रह	107	रोगी
74.	पक्का	108	लम्बा
75	पतला	109	लाल
76.	पहली	110.	विद्वान
77	पाँच	111	वीर
78	पागल	112	शाकाहारी
79.	पापिन	113	सफेद
80.	पालतू	114	सब्र

क्रम संख्या	शब्द	क्रम सख्या	शब्द
115	सरल	126	सिक्स्थ
116.	सही	127.	सीधा
117.	साढे छः	128	सुदर
118.	साढ़े दस	129	सुनसान
119.	साढ़े नौ	130.	सूखी
120	साढे सात	131	सैकिण्ड
121.	सात	132	सोलह
122.	सातवी	133.	सौ
123.	साफ	134	स्काई ब्लू
124.	सारे	135.	हरा
125.	सिंदूरी	136.	हल्का

Adverbs Used by Rural and Urban Children in their Written and Spoken Language

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	अब	26.	चुराकर
2.	आकर	27	छुप-छुप
3.	इधर-उधर	28.	छोडकर
4.	उखाडकर	29.	जब
5	उचक उचक कर	30	जलाकर
6	उठकर	31	जाकर
7.	उठा कर	32	डम-डम
8	उड़ते-उडते	33	डालकर
9	उतारकर	34.	दाईं
10	ऊपर	35.	दूर
11.	ओढ़कर	36	दौडकर
12	कभी-कभी	37.	धीरे-धीरे
13.	कर के	38	धोकर
14	करते-करते	39.	निकलकर
15	कहाँ	40.	निकालकर
16	काँव-काँव	41	नीचे
17.	खरीद कर	42.	पटक कर
18.	खाकर	43.	पहन कर
19	खोलकर	44.	पास
20.	गुनगुनाता	45.	पीकर
21	घुमा कर	46.	बनाकर
22.	घुसकर	47.	बुनकर
23.	चलकर	48.	बुलाकर
24	चलता	49.	बैठकर
25.	चलाकर	50.	भागकर

क्रम संख्या	शब्द	क्रम संख्या	शब्द
51.	मारकर	57	लगकर
52.	मिलकर	58.	लेकर
53	मुडकर	59	वहाँ
54	यहाँ	60.	शाम को
55.	रख कर	61.	सामने
56.	रात को		

Verbs Used by Urban and Rural Children in their Written and Spoken Language

क्रम संख्या	शब्द	क्रम संख्या	शब्द
1.	आना	26	गरजना
2.	उगना	27.	गाना
3.	उछलना	28	गिरना
4	उठना	29.	घडना
5	उठाना	30	घुसना
6.	उड़ना	31	घूमना
7.	उडाना	32.	घोलना
8	उतारना	33	चखाना
9	ओढ़ना	34.	चढ़ना
10.	कमाना	35	चमकाना
11	करना	36.	चलना
12.	कराना	37	चलाना
13	कहना	38	चाहना
14	काटना	39.	चिढ़ाना
15.	कूटना	40.	चिल्लाना
16	खटखटाना	41.	चीखना
17.	खरीदना	42	चुभाना
18.	खॉसना	43.	चुराना
19	खाना	44.	छिटकना
20	खिलाना	45.	छिनना
21	खीचना	46	छिपना
22	खेलना	47	छुडाना
23	खोना	48	छुपाना
24	खोलना	49	छूटना
25.	खोसना	50	छोड़ना

क्रम संख्या	शब्द	क्रम संख्या	शब्द
51.	जगना	85.	पादना
52.	जगाना	86	पाना
53.	जडना	87.	पीना
54.	जमना	88.	पीसना
55.	जमाना	89.	पूछना
56.	जलना	90	पूजना
57.	जलाना	91.	फंसना
58.	जाना	92.	फिरना
59.	जोतना	93	फेंकना
60.	झपटना	94.	बकना
61	झुलसना	95	बचना
62.	टागना	96	बजना
63	टूटना	97	बजाना
64.	ठिठकना	98.	बताना
65.	डाँटना	99.	बदलना
66.	डालना	100	बनना
67	तोड़ना	101.	बनाना
68	दबाना	102.	बरसना
69	दिखना	103	बसना
70.	देखना	104.	बहना
71.	देना	105.	बाँटना
72.	धोना	106.	बाँधना
73.	नहाना	107	बिकना
74.	नाचना.	108.	बुनना
75.	निकलना	109.	बुलाना
76.	निकालना	110.	बैठना
77.	पकडना	111.	बोलना
78.	पकाना	112	भरना
79	पटकना	113.	भागना
80.	पडना	114	भीगना
81.	पढ़ना	115.	भूलना
82.	पढ़ाना	116	भौंकना
83	पहनना	117	मचना
84.	पहुँचना	118.	मनाना

क्रम संख्या	शब्द	क्रम संख्या	शब्द
119.	मरना	135	लपेटना
120.	मॉजना	136	लाना
121.	मानना	137	लिखना
122.	मारना	138	लेना
123	मिटाना	139	लौटना
124	मिलना	140.	सजाना
125.	मिलाना	141.	समझना
126	मुडना	142	सिलना
127	रखना	143	सिखाना
128	रहना	144	सुझाना
129.	रुकना	145.	सुनना
130	रोना	146	सुनाना
131.	लगडाना	147	सोचना
132	लगना	148	सोना
133	लगाना	149	हटना
134	लड़ना	150.	होना

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